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 IDENTIFIERS *Intercultural Communication

ABSTRACT

This bibliography consists of documents in the ERIC system which deal, in total or in part, with the topics of intercultural communication, which is defined as the communication of two people or a group of people across cultural barriers either within one nation or between members of two nations. Documents included address theoretical or practical aspects. It is not meant to be a comprehensive listing of all ERIC documents on the subject, but an attempt was made to include all documents which address the subject in a substantial manner. The search which produced this document was done on Orbit IV during the months of June and July 1978. (Author/JEG)

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ED167170

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INTERCULTURAL COMMUNICATION:

A Bibliography of
ERIC Documents

Compiled By Randall Erickson
July 1978

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Randall Erickson

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INFORMATION CENTER (ERIC) AND
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IR007003

INTRODUCTION

This bibliography is based on a search of documents in Resources in Education. Resources in Education (RIE) is the monthly abstract journal of the ERIC system. It consists of education-related documents and indexes to these resumes. RIE covers the broad field of education in all its aspects, announcing timely report literature and recently completed research results to make possible the early identification and acquisition of documents of interest to the educational community.

Intercultural communication has grown substantially as a field of study in recent years. It has grown in such a way that bibliographic coverage of the literature lags behind. This bibliography represents an attempt to locate within the ERIC RIE system those documents dealing with the topic.

Intercultural communication can be defined as the communication among individuals of various cultures or subcultures within nations or across national boundaries. The scope of this bibliography is such that included are those documents which deal with the theoretical or practical aspect of intercultural communication. The related topic of intercultural education has been included only when the document deals with intercultural communication also.

The search of the ERIC system producing this document was done on Systems Development Corporation's Orbit VI during the

months of June and July, 1978. As the use of the ERIC Identifier "Intercultural Communication" came into use only as recently as 1973, additional terms were used to retrieve these documents. Many of the terms used are listed below.

- Communication (thought transfer)
- Communication Problems
- Cross Cultural Studies
- Cultural Context
- Cultural Differences
- Cultural Education
- Cultural Exchange
- Cultural Factors
- Cultural Interrelationships
- Culture
- Culture Conflict
- Culture Lag
- Intercommunication
- Intercultural Programs

This bibliography is arranged by principal author. The first few entries are by title as the author was not indicated.

Please Note: Some of the entries have the pagination and the microfiche numbers reversed. At all times the microfiche number will be the smaller of the two.

RESUMES FROM RESOURCES IN EDUCATION

SAMPLE RESUME:

ERIC Document Number — ED07690 95 TM004504

(ED#)

The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes (Summary Report of First Year of Program).

Author(s) —

Masters, James R.; Lavery, Grace E.
Pennsylvania State Dept. of Education, Harrisburg.
Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.: BR-2-C-070
Grant No.: OEG-3-72-0051

Date Published and
Pagination

Publ. Date: Feb 74 Note: 25p.; For related documents, see
TM 004 495-503

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

EDRS Price (Price through
ERIC Document Reproduction
Service. Order by ED#.
"MF" means microfiche.
"HC" means hard copy.
When listed "not available
from EDRS," other sources
are cited above.)

Descriptors: Academic Achievement/ Academic Failure/
Behavior Change/ Classroom Observation Techniques/ Comparative
Analysis/ Decision Making Skills/ Discipline/ Elementary
Education/ Elementary School Students/ Humanistic Education/
Inservice Teacher Education/ Parent Attitudes/ Program
Evaluation/ School Attitudes/ Student Attitudes/ Student
Teacher Relationship/ Teacher Attitudes/ Teacher Education/
Tests

Identifiers: Glasser (William)/ New Castle Pennsylvania
School District/ Schools Without Failure

This document summarizes an evaluation of William Glasser's
Schools Without Failure (SWF) program carried out during the
program's first year of operation in the New Castle, Pa.
School District. Ten elementary schools were paired on the
basis of size, socioeconomic status, and pupils' past
achievement. One school of each pair was randomly assigned to
begin teacher training and implementation of SWF; the other
school of each pair became a control school. Pre- and
posttesting was used to assess pupil achievement and attitudes
toward self, school, and others and teacher and parent
attitudes toward educational issues. Instructional session and
SWF school classroom meeting interactions were measured by the
Expanded Category System and the Reciprocal Category System.
Results indicated that the program had its major impact on
teachers. Little difference existed in the achievement of
pupils in SWF and control schools. Some positive changes in
SWF school primary pupil attitudes toward being in school and
toward doing difficult school work were found. Also, positive
changes occurred in SWF school intermediate pupil attitudes
toward the importance of doing assignments and learning. In
SWF schools the number of pupils referred to principals for
disciplinary reasons was reduced. (Author/RC)

Title

Sponsoring Agency
(Agency responsible for
initiating, funding, and
managing the research
project.)

Descriptors
(Subject index terms
selected from the Thesaurus
of ERIC Descriptors, a
controlled vocabulary.)

Identifiers
(Identifying terms not
found in the Thesaurus of
ERIC Descriptors.)

Abstract

Abstractor

- 1-
- AN - ED105136
 - CHAN- CE003398
 - TI - Advances in Work Organisation
 - OS - Organisation for Economic Cooperation and Development, Paris (France).
 - SO - (1974): 61pp
 - RI E75SEP
 - AV - EDRS Price MF-\$0.83 Plus Postage. MC Not Available from EDRS. (1 MF). O.E.C.D. Publications Center, Suite 1207, 1750 Pennsylvania Avenue N.W., Washington, D. C. 20006 (\$2.50)
 - NO - Final Report on International Management Seminar April 3-6, 1973, in Paris, France
 - DT - R (Research & Technical Reports)
 - IT - Administrative Change; Behavioral Sciences; *Change Strategies; Communication (Thought Transfer); *Foreign Countries; Human Resources; Industrial Structure; Innovation; *Intercultural Programs; Job Satisfaction; *Management Development; *Organizational Change; Productivity; Seminars; Supervisory Methods; Technology; Work Attitudes
 - ST - *United States
 - AB - A 1973 International management seminar, sponsored by the Organization for Economic Cooperation and Development, provided an opportunity for representatives from various countries to share innovations in work organization. It appears that attitudes toward work and working life are changing throughout the industrialized world; part of the dilemma is that values and attitudes are emerging too slowly or pulling in opposite directions. Seminar discussions reflected the need to balance improved productivity with increased job satisfaction and to "debureaucratize" work organization. The selected cases presented at the seminar represented many experimental changes in various parts of the industrialized world. Strategies for change in the case reports could be categorized as: (1) changes in management attitudes and functions, (2) changes in job design and work organization on the shop floor, and (3) changes in formal representative systems. Various strategies exemplified by the cases could be traced to different schools of behavioral sciences. A common denominator to all changes was that in some way they implied broader employee participation in management functions. Dissemination of innovations at national and international levels is a gradual process, and national productivity institutes, international enterprises, and international conferences play important roles. (The 75 participants from 23 countries are listed.) (EA)

- 2-
- AN - ED140624
 CHAN- FLO08603
 TI - Brazil: Intercultural Experiential Learning Aid
 OS - Brigham Young Univ., Provo, Utah, Language Research Center.
 SO - (1976); 1pp
 - R1E77NOV
 AV - EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.(31 MF). Brigham Young University, Language and Intercultural Research Center, 240 B-34, Provo, Utah 84602 (\$2.00 plus \$0.25 postage)
 NO - Some pages may be marginally legible due to small print of the original document
 DT - G (Guides & Manuals)
 IT - American Culture: *Autoinstructional Aids; *Communication (Thought Transfer); Communication Problems; Cross Cultural Studies; *Cross Cultural Training; Cultural Awareness; *Cultural Differences; Cultural Education; *Cultural Traits; Culture Conflict; Culture Contact; Instructional Materials; *Latin American Culture; Portuguese
 ST - Brazil; *Brazilian Culture
 AB - This booklet was designed to facilitate interactions and communication with the people of Brazil by providing information about their customs, attitudes and other cultural characteristics which influence their actions and values. A brief description of Brazil is given, covering the following: its size and geography, history, language, economy, transportation system, education, religions, sports, and pastimes. Attitudes toward time and work, individualism, machismo, religion, and the family are explained briefly, and the Brazilian emphasis on friendliness in conversation and tendency to skirt "unchangeable" obstacles are explained through descriptions of realistic situations involving American visitors to Brazil. A self-test is given after each situation. A list of useful Portuguese phrases is provided, and information is also given on: greetings, gestures, conversation, candor, customs and courtesies, signs, shopping, the monetary system, public transportation, telephones, the postal system, eating out, telling time, holidays, international road signs, clothing sizes, and weights and measures. A brief bibliography is provided. (SW)

- 3-
- AN - ED126829
 CHAN- HE008147
 TI - Can Man Transcend His Culture? The Next Challenge In Education for Global Understanding
 OS - American Association of State Colleges and Universities, Washington, D.C.
 SO - (1973); 114pp
 - R1E76DEC
 AV - EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.(2 MF). American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, D.C. 20036 (\$5.00; 10 or more

- AB - The theme of this conference was the reality of the multicultural society and the role of educational institutions in utilizing its resources. The conference brought together people engaged in developing the field of cross-cultural communication. These people included panelists from different disciplines and different cultures and specialists in inter-cultural communication, bilingual education, media, community programs involving ethnic groups, and related interests. Speakers included the following: W.E. Lambert on "The Changing Role of Language Programs and Teachers"; S. Tjitendero on "The Intercultural Communication Workshop as a Vehicle for Culture Learning and Communication Skills Training"; C. Clason on "What is Bilingualism"; C. Stetler and A. Gillespie on "The Utilization of

Cross-Cultural Experiences for Learning"; and J. Bostain on
"Future Directions of Language Programs." (AM)

-5-
AN - ED013572
CHAN- FLO00373
T1 - FOREIGN LANGUAGE PROGRAM POLICY. (TITLE SUPPLIED)
OS - Modern Language Association of America. New York. N.Y.
SO - SEP1956: 14pp
- CUMREPT
AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. (1 MF).
IT - Audiolingual Methods; Audiovisual Aids; Classical Languages;
Cultural Awareness; Educational Policy; Fles Programs;
Graduation Requirements; Language Learning Levels; Language
Programs; Language Skills; Language Teachers; Modern Languages;
Policy Formation; Uncommonly Taught Languages
ST - MODERN LANGUAGE ASSOCIATION
AB - IN THE HOPE THAT FOREIGN LANGUAGE TEACHERS MIGHT DISCUSS THEM AT
PROFESSIONAL MEETINGS, THE MODERN LANGUAGE ASSOCIATION HAS
RELEASED THESE POLICY STATEMENTS FORMULATED TO GOVERN THE CONDUCT
OF FOREIGN LANGUAGE PROGRAMS. FOLLOWING A REFERENCE TO THE VALUE
OF ACQUIRING NOT ONLY THE LANGUAGE SKILLS BUT ALSO A DEEPER
UNDERSTANDING OF LANGUAGE AND CULTURE, THE DOCUMENT EMPHASIZES
THE ADVANTAGES OF OFFERING AUDIOLINGUAL-ORIENTED LANGUAGE
PROGRAMS WITH A LONGER SEQUENCE OF STUDY TO ASSURE GREATER
MASTERY OF SKILLS AND CONTROL OF VOCABULARY. CITED AS BENEFITS IN
ACHIEVING INTERNATIONAL UNDERSTANDING THROUGH A FOREIGN LANGUAGE
EXPERIENCE ARE THE RESULTING DIRECT INTERCULTURAL COMMUNICATION
AND EXPOSURE TO CULTURAL CONTENT. ALSO CONSIDERED IN THE
STATEMENT ARE (1) THE USE OF AUDIOVISUAL AIDS, (2) FLES PROGRAMS,
(3) THE INCLUSION IN COURSE OFFERINGS OF THE NEGLECTED LANGUAGES,
(4) THE CONTINUED IMPORTANCE OF THE CLASSICAL LANGUAGES IN THE
CURRICULUM, AND (5) COLLEGE FOREIGN LANGUAGE DEGREE REQUIREMENTS.
THIS ARTICLE IS A REPRINT FROM "PMLA," VOLUME 71, NUMBER 4, PART
2, SEPTEMBER 1956. (AB)

-6-
AN - ED140621
CHAN- FLO08600
T1 - German-Speaking People of Europe
OS - Brigham Young Univ., Provo, Utah, Language Research Center.
SO - (1976): 1pp
- R1E77NOV
AV - EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. (47 MF). Brigham Young
University, Language and Intercultural Research Center, 240 B-34,
Provo, Utah 84602 (\$2.00 plus \$0.25 postage).
DT - B (Books & Texts)
IT - *American Culture; *Communication (Thought Transfer);
Communication Problems; *Cross Cultural Studies; Cultural
Awareness; *Cultural Differences; *Cultural Education; Cultural
Factors; Culture Conflict; Culture Contact; *German; Language

- Instruction
- ST - *German Culture
- AB - This book attempts to provide cultural information which will enable an American to communicate effectively with German-speaking people of Europe. The book discusses differences between American and Germanic culture in such areas as food, laws, customs, religion, language, dress, and basic attitudes. Background information is given on Austria, Germany, and Switzerland and on the characteristics of their people. Problems in intercultural communication are presented via situations built around such themes as: the concept of time, attitudes toward knowledge, formality, individual pride and sense of privacy. Facial expressions and gestures are also discussed. Short cultural notes on such topics as shopping and holidays are followed by "survival phrases" and a translation of common signs, clothing sizes, and weights and measures. A brief bibliography completes the volume. (AM)

- 7-
- AN - ED140619
- CHAN- FLO08598
- TI - Intercultural Communicating
- OS - Brigham Young Univ., Provo, Utah. Language Research Center.
- SO - (1976): 1pp
- RIE77NOV
- AV - EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.(43 MF). Brigham Young University. Language and Intercultural Research Center, 240 B-34, Provo, Utah 84602 (\$2.50 plus \$0.25 postage)
- DT - B (Books & Texts)
- IT - American Culture: *AutoInstructional Aids: *Communication (Thought Transfer): Communication Problems: Cross Cultural Studies: *Cross Cultural Training: Cultural Awareness: *Cultural Differences: Cultural Education: *Cultural Exchange: Cultural Traits. Culture Conflict: *Culture Contact: *Foreign Culture: Instructional Materials
- AB - An introduction is provided to the basics of intercultural communication, designed to go beyond cultural contrasts. Factors involved in communicative exchanges with people from other cultures who may think, feel, or act differently are explored. The importance in different cultures of gestures, valuing individuality versus the group, and culture shock when living in a foreign country are discussed. Tests or exercises are provided involving what to do in various situations to make an interaction more pleasant. Appendices include guidelines that will be helpful for people who use an interpreter or are leaders in personal or group encounters. (SW)

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- AN - ED140623
CHAN- FL008602
TI - Koreans: Building Bridges of Understanding
OS - Brigham Young Univ., Provo, Utah, Language Research Center.
SO - (1976): 1pp
- R1E77NOV
AV - EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.(32 MF). Brigham Young University, Language and Intercultural Research Center, 240 B-34, Provo, Utah 84602 (\$2.00 plus \$0.25 postage)
DT - B (Books & Texts)
IT - American Culture: *Autoinstructional Aids: *Communication (Thought Transfer): Communication Problems: Cross Cultural Studies: *Cross Cultural Training: Cultural Awareness: *Cultural Differences: Cultural Education: *Cultural Traits: Culture Conflict: Culture Contact: Instructional Materials; Korean: *Korean Culture
ST - Korea
AB - This booklet was designed to facilitate interactions and communication with the people of Korea by providing information about their customs, attitudes and other cultural characteristics which influence their actions and values. A brief description of Korea is given, which covers the following: geography, weather, history, government, international attitudes, the economy, language, education, transportation and communications, the family, religion, the arts, and sports. Attitudes toward self-esteem and reputation, nonindividualism, and a vertical society are explained through brief descriptions of realistic situations involving American visitors to Korea. A self-test is given after each situation. Information is also given on: greetings, visiting, gifts, gestures, general courtesies, eating, useful Korean phrases, signs, the monetary system, public transportation, housing, diet, family rites, festivals and holidays, work, names, and clothing. A brief bibliography is provided. (SW)

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- AN - ED140620
CHAN- FL008599
TI - Latin America: Intercultural Experiential Learning Aid
OS - Brigham Young Univ., Provo, Utah, Language Research Center.
SO - (1976): 1pp
- R1E77NOV
AV - EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.(67 MF). Brigham Young University, Language and Intercultural Research Center, 240 B-34, Provo, Utah 84602 (\$2.00 plus \$0.25 postage)
NO - Some pages may be marginally legible due to small print of the original document
DT - B (Books & Texts)
IT - American Culture: *Autoinstructional Aids: *Communication (Thought Transfer): Communication Problems: Cross Cultural Studies: *Cross Cultural Training: Cultural Awareness: *Cultural

Differences; Cultural Education; Cultural Traits; Culture Conflict; Culture Contact; Instructional Materials; Latin American Culture; Portuguese; Spanish

- AB - This learning aid is intended to help Americans become more effective in understanding and communicating with Latin Americans. The book consists of the following: (1) a map of Latin America, with area and population statistics for the various countries; (2) a brief description of the land, the people, the economy, diet, religion, government, education, and customs and courtesies; and (3) descriptions, in terms of realistic situations involving American visitors to Latin America, of certain attitudes, values and assumptions (here called themes) important to Latin American culture - time and work, individualism, machismo, religion, Latin American family, etiquette and personalism. A self-test is given after each theme. An appendix provides "culturgrams" (brief descriptions of the land, the nation, the people, lifestyle and customs and courtesies) for Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Mexico, Paraguay, Peru, Uruguay and Venezuela. A list of survival phrases in Spanish and Portuguese, an explanation of common signs, sizes and weights and measures, and a brief bibliography are also given in the appendix. (RM)

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- AN - ED149369
 CHAN- CS203884
 TI - Mass Communication in India: An Annotated Bibliography. Asian Mass Communication Bibliography Series 2
 OS - Asian Mass Communication Research and Information Centre, Singapore.
 SPO - Government of the Republic of Singapore.
 SO - (1976): 3pp
 - R1E78JUN
 AV - EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS. (230 MF). Asian Mass Communication Research and Information Centre, 39 Newton Road, Singapore 11, Republic of Singapore (\$12.00 within Asia, \$18.00 outside Asia)
 NO - See, related documents ED 140 347 and CS 203 882-885; Bibliography compiled at Indian Institute of Mass Communication, New Delhi
 DT - L (Bibliographies & Reviews)
 IT - "Annotated Bibliographies: Audiovisual Aids; Communication (Thought Transfer); Communications; Developing Nations; Education; Foreign Countries; Intercommunication; Journalism; Laws; Mass Media
 ST - Advertising; India
 AB - This bibliography lists and describes published and unpublished material written in English that relates to mass communications in India, from 1945 to 1973. The items are grouped into 21 sections: bibliography and reference material; communication theory and research methods; communication (general); media development and characteristics; newspapers; print media;

broadcast media; film; audiovisual media; traditional media; news agencies; laws of mass communication; communication in development; communication teaching and training; mass media in formal education; advertising, marketing, public relations, and management; government communication; international and intercultural communication; social contexts of the media; communication technology; and mass communication periodicals. An author/title index is included. (GW)

-11-

- AN - ED140625
- CHAN- FL008604
- T1 - People of Japan: Building Bridges of Understanding
- OS - Brigham Young Univ., Provo, Utah, Language Research Center.
- SO - (1976): 1pp
- R1E77NOV
- AV - FDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.(47 MF). Brigham Young University, Language and Intercultural Research Center, 240 B-34, Provo, Utah 84602 (\$2.00 plus \$0.25 postage)
- DT - G (Guides & Manuals)
- IT - American Culture: *Autoinstructional Aids: *Communication (Thought Transfer); Communication Problems; Cross Cultural Studies; *Cross Cultural Training; Cultural Awareness; *Cultural Differences; Cultural Education; *Cultural Traits; Culture Conflict; Culture Contact; Instructional Materials; Japanese
- ST - Japan: *Japanese Culture
- AB - This booklet was designed to facilitate interactions and communication with the people of Japan by providing information about their customs, attitudes and other cultural characteristics which influence their actions and values. A brief description of Japan is given, covering the following: history, government, the economy, education, transportation, communications, health facilities, the people, the family, religion, language, diet, the arts, and sports. The cultural traits and values involved in the Japanese modesty and reserve, saving face, traditionalism, passiveness, the situational ethic, and nonindividualism in a vertical society are explained through brief descriptions of realistic situations involving American visitors to Japan. A self-test is given after each situation. Information is also given on: greetings, visiting, eating, gestures, punctuality, general courtesies, telephone, shopping, the bath, homes, weddings, funerals, dress, the postal system, eating out, holidays and festivals, and signs. A list of useful Japanese phrases is given. In an appendix, descriptions are given of Nihon and nationalism, the emperor, and the samurai, and several stories about Japanese feelings and attitudes are provided. An annotated bibliography is also provided. (SW)

-12-

- AN - ED095043
CHAN- S0007661
T1 - Professional Development and Research, 1973-74
OS - Hawaii Univ., Honolulu, East-West Center.
SO - Dec 1973; 75pp
- R1E74DEC
AV - EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.(1 MF).
DT - K (Program/Project Descriptions)
IT - Agriculture; Communications; Conferences; Cross Cultural Studies;
*Cultural Exchange; *Culture; Family Planning; Food;
*Intercultural Programs; Population Education; *Professional
Education; *Research Projects; Technological Advancement;
Workshops
ST - *Asia; United States
AB - This outline of East-West Center professional development and
research projects planned for 1973-74 and 1974-75 is published to
provide as much information as possible to cooperating
organizations and to potential cosponsors of the center's
projects. The projects provide a forum in which women and men
from Asia, the Pacific area, and the United States can exchange
ideas and experiences and seek solutions to mutual problems.
Project participants are nominated by the cooperating
institutions and agencies. Nominees must meet the educational and
experience criteria established for each project, show evidence
of career commitment to the problem being studied, and
demonstrate a willingness and ability to contribute to cultural
interchange. The workshops, conferences, and research projects
are listed by name under the center's sponsoring institute: (1)
East-West Communication Institute; (2) East-West Culture Learning
Institute; (3) East-West Food Institute; (4) East-West Population
Institute; (5) East-West Technology and Development Institute. A
brief description of projects, including dates, cooperating
agencies, and the name of each project coordinator, is provided.
A short vita for staff of each institute is also included.
(Author/RM)

-13-

- AN - ED097855
CHAN- HE006012
T1 - Report of the NAFSA National Association for Foreign Student
Affairs Task Force on Intercultural Communications Workshops
OS - National Association for Foreign Student Affairs, Washington, D.C.
SO - (1973); 8pp
- R1E75MAR
AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF). National
Association for Foreign Student Affairs, 1860 19th Street, N.W.,
Washington, D.C. 20009
DT - S (Speeches)
IT - *Communications; Cross Cultural Training; Cultural Education;
Cultural Enrichment; *Higher Education; *Intercultural Programs;
*Workshops

AB - This report studies the phenomenon of intercultural communication workshops as they are appearing in the United States. Emphasis is placed on background information, trends in the conduct and operations of intercultural workshops, assessment of the intercultural communication workshop phenomenon, characteristics of the workshop experience, fundamental needs within the field, and recommendations. Recommendations suggest that: (1) a group of professionals be called together to review and make specific recommendations as to the focus, philosophy, and conduct of intercultural communication workshops; (2) the specific projects of a research nature be contracted to assess the influence of the intercultural communications workshop on participating individuals; (3) a list of individuals experienced and deemed qualified to conduct and to advise others as to the effective operation of intercultural communication workshops be established and generally available; (4) geographical regions within the National Association for Foreign Student Affairs identify persons and agencies competent and interested in intercultural small group experiences and that regional task forces be encouraged to focus on any of the recommendations herein. (Author/MJM)

-14-

AN - ED087698

CHAN- SP007529

TI - The Cultural Literacy Laboratory: A New Dimension in Multicultural Teacher Education

OS - Arizona Univ., Tucson.

SO - (Nov 1973): 58pp

- RIE74JUN

AV - EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.(1 MF).

IT - American Indians: *Bilingual Education; *Cross Cultural Training; *Cultural Awareness; Cultural Differences; *Cultural Pluralism; Field Experience Programs; Laboratory Training; *Teacher Education; Teachers

ST - Cultural Literacy Laboratory: *Distinguished Achievement Award Entry

AB - The goal of the Cultural Literacy Laboratory is to provide educators with crosscultural adaptive skills needed to accclimate to different cultures and to reduce the effect of culture shock. These skills are of particular importance to teachers working in bilingual and multicultural classrooms. A culturally literate educator is one who is aware of his ethnicity and who possesses the skills of crosscultural communication. Based on social scientific theory, the laboratory incorporates and reinforces the participant's previous social science concepts and methodology. It also allows him to practice new skills and techniques in a variety of experience-based activities. Instruments that are used in the laboratory are Pakeach Scale E and the Cultural Literacy Inventory (copies of which are included as an appendix). (JA)

-15-

- AN - ED048084
- CHAN- 50000875
- TI - Human Relations Training and Foreign Students
- AU - Althen, Gary L.
- OS - National Association for Foreign Student Affairs, Washington, D.C.
- SPO - Department of State, Washington, D.C.
- SO - Jul '970; 14pp
- R1E71JUN
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
- NO - United States-Foreign Student Relationships Committee Monograph Series.
- NU - Report: NAFA-MON-SER-1
- IT - *Cross Cultural Training; *Cultural Awareness; *Foreign Students; *Human Relations Programs; Interaction Process Analysis; Intercultural Programs; International Education; *Sensitivity Training; T Groups; Workshops
- AB - This monograph draws similarities and contrast between two basic types of communication programs currently being used to facilitate better relations between foreign students and American students. One program discussed is the sensitivity training approach. It is discussed in terms of its goals, techniques, role of the leader, and appropriateness for the foreign student. The other approach, intercultural communication workshop, is analyzed in the same manner. The burden of the paper is to show that the nature of each approach limits its usefulness for a specific group. The sensitivity approach is felt to be of doubtful use in a setting involving persons who are not accustomed to a penetrating search into their own personalities. The workshop on the other hand is deemed more useful with participants who are inclined to deal with reality from a cognitive perspective as distinct from an affective one. A short bibliography is appended. In addition, ED 040 632 is a related document. (CWB)

-16-

- AN - ED135279
- CHAN- HE008632
- TI - A Process of Global Enlightenment, International Education: Link for Human Understanding
- AU - Armbruster, Robert J., Ed.
- SO - (Nov 1976); 95pp
- R1E77JUL
- AV - EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.(1 MF). Board of Foreign Scholarships, Bureau of Educational and Cultural Affairs, Department of State, Washington, D.C.
- NO - A report of the Bicentennial project marking the thirtieth anniversary of the educational exchange program under the Fulbright-Hays Act.
- DT - R (Research & Technical Reports)
- IT - Alumni; Conferences; Cultural Awareness; Culture Contact; Governing Boards; Government Role; *Higher Education; Individual Development; Institutional Role; *International Educational

Exchange; International Relations; Objectives; Private Agencies;
Professional Continuing Education; Program Development; Speeches;
*Student Exchange Programs; *Teacher Exchange Programs

ST - *Board of Foreign Scholarships; Fulbright Exchange Program;
*Fulbright Hays Act

AB - In 1976, the Board of Foreign Scholarships brought together
Fulbright-Hays alumni of the last 30 years (students, scholars,
and teachers who had studied in a foreign country under the
auspices of the program established in the Fulbright-Hays Act of
1946. Their purpose was a comprehensive review and assessment of
international exchange efforts generally, and specifically those
of the Fulbright-Hays program. At ten regional meetings, the
topics of discussion were alumni involvement, program
implementation, exchange objectives, government and private
roles, institutional commitment, the impact of exchange on
foreign affairs, professional development and an international
community of scholars, and intercultural communication and
personal development. Excerpts from the international convocation
addresses are included, as is a list of the members of the Board
of Foreign Scholarships. (MSE)

-17-

AN - ED144153

CHAN- C5501850

TI - Linguistic Relativity Revisited

AU - Awa, Njoku E.; Crowder, L. Van, Jr.

SO - (1977); 1pp

- RI E78FEB

AV - EDRS Price MF-\$0.93 HC-\$1.67 Plus Postage. (20 MF).

NO - Paper presented at the Annual Meeting of the International
Communication Association (27th, Berlin, Germany, May 29-June 4,
1977)

DT - 5 (Speeches)

IT - *Cognitive Processes; *Cultural Differences; Intergroup
Relations; Language Research; *Language Role; *Literature Reviews
ST - Communication Research; Intercultural Communication; *Linguistic
Relativity

AB - This paper reviews the theory of linguistic relativity, tracing
the historical roots, as well as contemporary formulations of the
notion that languages shape thought and perception in different
ways. Implications are then considered for intercultural
communication and communication research. A bibliography is
appended. (AA)

-18-

- AN - ED087080
 CHAN- CS500593
 TI - Concepts of Identity: East and West
 AU - Bailey, William
 SO - (Nov 1973): 9pp
 - R1E74JUN
 AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
 NO - Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, Nov. 8-11, 1973)
 IT - Communication (Thought Transfer): *Cross Cultural Studies; Cultural Background; Cultural Context; *Cultural Interrelationships; Non Western Civilization; *Poetry; Religion; Religious Cultural Groups; *Rhetoric; *Rhetorical Criticism; Sociocultural Patterns; Speech
 AB - Rhetorical discourse and poetic discourse are distinct and must be studied accordingly. Rhetorical discourse treats the world pragmatically, whereas poetic discourse contains an aspect of decoration. Murray Krieger, as a representative of the New Criticism, claims that rhetorical discourse dualizes and alienates man from his world but that poetic discourse provides a monistic experience because of its contemplative nature. However, this position is in error if Western rhetoric and logic (as pragmatic instruments of a world view) evolved from ancient mythologies and religions; that is, it is erroneous to view thought and speech as universals and to assume they have the same identity in all cultures. A more accurate intercultural view would leave rhetoric in its own cultural setting until the way it functions for a given people in a given culture is known. When fully analyzed, for example, the philosophies of Zoroastrianism, Buddhism, Hinduism, Taoism, Tao Teh King, the Upanishands and Mao would show how the Orientals maintain the doctrine of "not-self," reject duality, and treat speech and thought as intellectual additions to experience. (DS)

-19-

- AN - ED109717
 CHAN- CS501087
 TI - Issues in Communication Planning for Hawaii
 AU - Barber, Richard J.; And Others
 OS - Hawaii Research Center for Futures Study, Honolulu.
 SO - (1975): 56pp
 - R1E75DEC
 AV - EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.(1 MF).
 DT - R (Research & Technical Reports)
 IT - *Communications; Communication Satellites; Delivery Systems; Information Networks; *Mass Media; Newspapers; Periodicals; Radio; *Statewide Planning; Telecommunication; Telephone Communications Industry; Television
 ST - *Hawaii
 AB - Focusing on the resources necessary to serve Hawaii's present and future communication needs, this paper considers both the

problems and the possibilities for communications developments during the next 50 years. Specific topics covered in the paper include communication needs, resources and technology (telephone, radio, television, newspapers, periodicals, postal service, telegraph), policy (state, interisland, long distance, intercultural, research), and planning issues. A bibliography lists both specific and general references. (JM)

-20-

- AN - ED120876
- CHAN- CS50:326
- TI - Contact and Cultural Sensitivity: A Limited Exercise in Attempting to Identify Predictors
- AU - Barney, Ralph D.
- SO - (1976): 16pp
- R1E76AUG
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
- NO - Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 14-17, 1976)
- DT - S (Speeches)
- IT - *Communication (Thought Transfer); Cross Cultural Studies; *Cultural Awareness; Cultural Education; Cultural Factors; Intercultural Programs; Nonverbal Communication; *Predictor Variables; *Religious Factors; *Speech
- ST - *Intercultural Communication; Religious Communication
- AB - This study was designed to investigate the interactive effectiveness of young missionaries of the Church of Latter-day Saints among Chinese in Taiwan. The study hypothesized that aliens will not demonstrate more sensitivity to the host culture, as measured by their reactions to cultural questions, as they spend more time in the culture, or that sensitivity is not related to Contact. The basic data for the study was provided by a sampling of 40 Chinese in Taiwan who sorted a Q-deck of 71 cultural statements according to their "rightness" or "wrongness" in the view of the respondent. Mann scores were obtained against which missionary scores were compared. It was concluded from the results that missionaries will not adjust better to their new culture as they spend more time in it. Different missionaries may become aware of widely different behavior norms while never becoming aware of others. (TS)

-21-

- AN - ED019901
- CHAN- F1000738
- TI - OVERCOMING CULTURAL BARRIERS
- AU - BARRUTJA, RICHARD
- OS - Modern Language Association of Southern California.
- SO - DEC1967: 5pp
- CUMREPT
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
- IT - Behavior Patterns; *Communication Problems; *Cultural

Differences: Culture: Culture Conflict: Dialects: Language:
 *Language Development: Language Handicaps: Language Instruction:
 Paralinguistics. *Second Language Learning: *Sociolinguistics:
 Verbal Communication

- AB - THE RELATIONSHIP OF LANGUAGE DEVELOPMENT TO CULTURAL BARRIERS AND THE TEACHING OF FOREIGN LANGUAGES IS DISCUSSED IN THIS ARTICLE. VARIOUS VIEWS OF THE MEANING OF CULTURE ARE MENTIONED IN ORDER TO SINGLE OUT ANTHROPOLOGICAL CULTURE AS A MAIN FOCAL POINT. INTERCULTURAL DIFFERENCES ARE SPELLED OUT WITH EXAMPLES OF LINGUISTIC BARRIERS, AND INTRACULTURAL BARRIERS AMONG SUB GROUPS ARE ALSO EXPLAINED. PEDAGOGICAL PROBLEMS, TEACHERS' TASKS, LINGUISTIC SCIENCE, AND THE STUDY OF KINESICS ARE IN TURN DISCUSSED BECAUSE OF THEIR RELATIONSHIP TO COMMUNICATION AND FOREIGN LANGUAGE INSTRUCTION. THIS ARTICLE APPEARED IN "FORUM OF THE MODERN LANGUAGE ASSOCIATION OF SOUTHERN CALIFORNIA," VOLUME 6, NUMBER 2, DECEMBER 1967, PAGES 6-10. (SS)

-22-

AN - ED150038

CHAN- 50010538

TI - Beyond Experience: The Experiential Approach to Cross-Cultural Education

AU - Batchelder, Donald, Ed.; Warner, Elizabeth G., Ed.

OS - School for International Training, Brattleboro, Vt.; Society for Intercultural Education, Training, and Research.

SO - (1977); 2pp

- RI78JUN

AV - EDRS Price MF-\$0.83 Plus Postage, HC Not Available from EDRS. (152 MF). The Experiment in International Living, CCS, Kipling Road, Brattleboro, Vermont 05301 (\$6.95 plus \$0.55 postage, paperbound)

NO - Articles on pages 15-21, 29-36, 41-54 have been removed by ERIC due to internal copyright. See "Acknowledgements" section for citations: Parts may be marginally legible due to small type

DT - B (Books & Texts)

IT - Adult Education: *Cross Cultural Training; *Cultural Awareness; *Cultural Differences: Culture Contact; Educational Strategies; *Global Approach: Guides: Higher Education: Instructional Design; International Educational Exchange; *Learning Activities; Learning Experience: Program Evaluation; Secondary Education: Simulation: Social Experience; *Teaching Techniques

AB - The book presents teaching techniques and learning exercises developed by the Experiment in International Living (EIL) for use in programs of cultural awareness and intercultural communications. The EIL, located in Vermont, has been involved in international cultural exchange since 1932. It has arranged for student exchanges, has trained Peace Corps volunteers, and has instituted graduate and foreign-language programs. One major section of the book contains eight articles describing various conceptual approaches to the design of cross-cultural education from an experiential point of view. Included are suggestions for teaching communicative competence, designing an experiential exercise, applying experiential techniques to field situations, and using cross-cultural approaches in the teaching of American

Studies in a college setting. Another major section presents 11 games or exercises related to cultural awareness. They range from specific techniques for language learning to ways of teaching global sensitivity in the classroom through simulation. Four articles about program and skill evaluation conclude the book. (Author/AV)

-23-

AN - ED096831

CHAN- FL006443

T1 - Intercultural Communication Training Manual, Vol. 1

AU - Bean, Eliot C.; Brown, Richard T.

OS - International Training Consultants, Inc., Burbank, Calif.

SPO - Defense Language Inst., Washington, D.C.

SO - Aug 1973; 290pp

- R1E75FEB

AV - Document Not Available from EDRS. National Technical Information Service, 5285 Post Royal Road, Springfield, Virginia 22151 (AD-780 270/5GA, MF-\$1.45, HC-\$17.50)

NO - For related document, see FL 006 444

NU - Report: AD-780-270

DT - G (Guides & Manuals)

IT - Cognitive Processes; Communication (Thought Transfer); *Course Content; Course Descriptions; *Cross Cultural Studies; *Cross Cultural Training; Cultural Context; Cultural Differences; Curriculum Guides; *Intercultural Programs; *Manuals; Models

ST - Japan; Spain; Turkey; Venezuela

AB - The purpose of this manual is to provide a course development method that deals with all aspects of intercultural communication, not just the linguistic aspect. The first chapter orients the reader to the approach of the manual. Chapters 2 and 3 provide specific steps that guide the developer through all stages of course development. Chapter 4 presents a model of communication processing, describes the kinds of information and processing abilities individuals must have, and gives recommendations for collecting this data. Chapter 5 presents an outline of culture content and organization including topics which deal with the activities, practices, and technology of peoples as well as the groups they belong to; these topics are explained and exemplified, sources of cultural information are discussed, and a filing system for cultural data is provided. Chapter 6 presents the empirically determined interaction modes and their realization in illustrative prototype models. (NTIS)

-24-

- AN - ED096832
- CHAN- FL006444
- TI - Intercultural Communication Training Manual, Vol. 2, Appendix
- AU - Bean, Elliot C.; Brown, Richard T.
- OS - International Training Consultants, Inc., Burbank, Calif.
- SPO - Defense Language Inst., Washington, D.C.
- SO - Aug 1973; 91pp
- R1E75FEB
- AV - Document Not Available from EDRS, National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (AD-780 271/3GA, MF-\$1.45, HC-\$7.75)
- NO - For related document, see FL 006 443
- NU - Report: AD-780-271
- DT - G (Guides & Manuals)
- IT - Annotated Bibliographies: Communication (Thought Transfer); Course Content; *Cross Cultural Training; Curriculum Guides; *Data Analysis; Data Collection; Glossaries; *Intercultural Programs; *Military Personnel
- AB - The purpose of this manual is to provide a course development method that deals with all aspects of intercultural communication, not just the linguistic aspect. Appendix A presents a procedure for collecting and analyzing military data. Appendix B contains a summary of the military data on which the manual is based. Appendix C presents an annotated bibliography. Appendix D is the glossary; included in the glossary are terms that are given a special meaning and are used in manual sections other than the one in which they are introduced. (NTIS)

-25-

- AN - ED094917
- CHAN- RC008075
- TI - The Collected Papers of the Northern Cross-Cultural Education Symposium (University of Alaska, Fairbanks, November 7, 8, 9, 1973)
- AU - Berry, Franklin, Ed.
- OS - Alaska Univ., Fairbanks, Center for Northern Educational Research.
- SO - May 1974; 285pp
- R1E74DEC
- AV - EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage. (3 MF).
- NO - For related documents, see RC008076-087
- DT - S (Speeches)
- IT - *American Indians; College Programs; *Communication (Thought Transfer); *Conference Reports; *Cross Cultural Studies; Cultural Background; *Eskimos; Federal Programs; International Education; Private Agencies; Special Programs; Symposia
- ST - Alaska; Canada; *Northern Cross Cultural Education Symposium
- AB - The Northern Cross-Cultural Education Symposium was held at the University of Alaska on November 7-9, 1973. It was sponsored by the Alaska Educational Program for Intercultural Communication (AEPIC) to promote cooperation and communication between Canadian and Alaskan educators. Specific objectives were to: (1) identify

and solicit the participation of prominent educators; (2) present educators' works delineating both needs and solution designs; (3) determine a hierarchy of needs as identified by the participants; (4) produce a compendium of symposium papers for field-based educators; and (5) produce a paper of conceptual, solution-design for cross cultural education in the future. Formal presentations were made by 40 conference participants; 30 of these were assembled for this publication. The papers are divided into 4 major groups: special topics, university projects, government programs, and non-government programs. The appendices list participants, and briefly explain their reactions and suggestions. (KM)

-28-

AN - ED096815

CHAN- FL005804

TI - New Perspectives in Intergroup Education. 1. Introduction: State Involvement. 2. Local School System Involvement. 3. An Experience in Teaching French-African Literature in a Mixed Class

AU - Beusch, Ann A.; And Others

SO - (Nov 1973); 16pp

- RI75FEB

AV - EDHS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).

DT - R (Research & Technical Reports)

IT - Cross Cultural Studies; *Cultural Awareness; Curriculum Development; Curriculum Guides; *Ethnic Studies; French; Intercultural Programs; *Intergroup Education; Language Instruction; Modern Language Curriculum; *Secondary Schools; *Second Language Learning

AB - In Part 1, Ann A. Beusch reports on the integration of intergroup education into the total curriculum of Maryland's school system. Attention is drawn to the contributions made by language teachers concerned with the needs of the various ethnic groups in the state, with primary emphasis given to issues of cross-cultural communication and awareness. Outlining a curriculum for this type of program, Cora Kennedy describes in Part 2 student-centered teaching units in which the study of ethnic minorities forms a basic part of the foreign language classroom. A curriculum guide with specific objectives, methods, and course content is provided. In Part 3, Cynthia Perkins details a French-African literature unit taught in Central Senior High School in Prince George's County, Maryland. The activity-oriented, student-centered unit incorporates resources available from diplomatic circles in the Washington, D. C. area, as well as materials about French cultures in Africa, the West Indies, and Canada. An informal list of resources for minority studies in foreign languages is provided. (LG)

-27-

- AN - ED090606
 CHAN- CS500670
 TI - Law and Foreign Policy: Problems in Intercultural Communications
 AU - Bozeman, Adda B.
 SO - Mar 1973: 35pp
 - RIE74SEP
 AV - EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.(1 MF).
 NO - Prepared for the Panel on "Intercultural Communication: Relevancies for International Affairs," International Studies Association Annual Convention, March 1973.
 DT - 5 (Speeches)
 IT - *Communication (Thought Transfer); *Cross Cultural Studies; *Cultural Differences; Cultural Interrelationships; *Foreign Policy; Intercommunication; International Education; *International Law; International Relations; Non Western Civilization; Research Opportunities; Western Civilization
 AB - The values and norms of Western law are not universally accepted as basic values and norms in other cultures. Therefore, the contractual processes of Western law should not be considered the basic foundation for all foreign policy negotiations. In Western cultures, principles of law are differentiated from other values based on religion, ethics, social tradition, or political power. This differentiation does not exist in other cultures, but many American foreign policies reveal a lack of awareness of this cultural diversity. United States policies would be more realistic and successful if U.S. decision-makers had more understanding of intercultural communication and were more aware of the basic values and modes of thought that are predominant in other cultures. This requires more accurate perceptions of the cultural foundations on which other nations and societies are based, a condition which can be met only with intercultural research and comparative studies in communication. (RN)

-28-

- AN - ED099944
 CHAN- CS500935
 TI - Research Methodology in Another Culture: Some Precautions
 AU - Brasher, Henry M.
 SO - Apr 1974: 21pp
 - RIE75MAY
 AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
 NO - Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)
 DT - 5 (Speeches)
 IT - Changing Attitudes; College Students; *Communication (Thought Transfer); *Cultural Differences; Cultural Factors; Higher Education; Non Western Civilization; Research Criteria; *Research Design; *Research Methodology; *Research Problems; Role Playing
 ST - *Japanese Culture
 AB - A study was undertaken to determine some of the methodological

considerations that can lead to a more reliable and valid end product in intercultural experimental research. The subjects were bilingual native Japanese college students in Tokyo. The project included a pretest, treatment, and posttest. The pretest determined the attitude of the subjects on a number of attitude items. Two months later, the subjects were randomly assigned to a role playing condition and placed into dyads where an active participant argued a counterattitudinal position suggesting that all Japanese be required to learn English. Immediately following the treatment, a posttest was administered to measure the attitude change. Three conditions determined whether the methodology used was appropriate: language problems, experimenter bias, and intercultural differences. By examining the possibilities of these conditions occurring, their effect was lessened, and the experimental research was strengthened. It was concluded that precautions must always be taken to ensure that methodological and practical considerations have been adhered to. (TS)

-29-

AN - ED124547

CHAN- SP010167

TI - An Analysis of Cultural Patterns among Orthodox Jews as Contrasted to those of Select White Middle Class Christian Americans

AU - Brenner, Florence; And Others

OS - Rutgers, The State Univ., New Brunswick, N.J. Inst. for Intercultural Relations and Ethnic Studies.

SPO - Office of Education (DHEW), Washington, D.C.

SO - (1975): 71pp

- RIE760CT

AV - EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.(1 MF).

NO - For related documents, see SP 010 168-181: Preliminary edition

NU - Grant: OEG-074-1804

DT - R (Research & Technical Reports)

IT - *Catholics; Child Rearing; *Christianity; Comparative Analysis; *Cross Cultural Studies; Cultural Awareness; *Cultural Differences; Cultural Traits; Death; Ethnic Studies; *Judaism; Marriage

AB - Christians have a limited understanding of the contemporary Jewish community in its variety, devotion, contribution to character, and perception of its heritage. This research project contrasts family cultural patterns of the Orthodox Jew to those of select white middle class Christian families in America (especially Catholics) to help foster intercultural understanding and communication among them. Separate chapters dealing with birth, growing up, marriage, death, child-rearing practices, and kashruth (dietary laws) are compared and contrasted for the Orthodox Jew and the Christian family. A curriculum for Orthodox Jewish culture is presented outlining films, documentaries, novels, and short stories that can be studied to get a better understanding of the Orthodox Jew. Other activities, including a museum visit and celebration on holidays, are suggested. An

Introduction to a culture capsule and an analysis is presented. A culture capsule is an instructional device consisting of a conversation or descriptive narrative in which specific cultural features identified with a selected group of people are deliberately constructed for the purpose of analysis. (SK

-30-

AN - ED085294

CHAN- 50006627

TI - Topics in Culture Learning. Volume I. 1973

AU - Brislin, Richard W., Ed.

OS - Hawaii Univ., Honolulu. East-West Center.

SO - Aug 1973; 107pp

- R1E74APR

AV - EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.(2 MF). Director, Culture Learning Institute-East-West Center, 1777 East-West Road, Honolulu, Hawaii 96822 (Single copies available free)

IT - Annual Reports; *Cross Cultural Studies; Cultural Awareness; Cultural Differences; *Cultural Factors; *Cultural Images; *Culture Contact; Curriculum Development; Educational Innovation; Educational Research; Identification (Psychological); *Learning Experience; Social Sciences; Sociolinguistics; Transformation Generative Grammar

AB - Activities of the East-West Culture Learning Institute, founded on the premise that patterns of a particular culture may be learned, are reported in Volume I of an annual publication. Papers written by the members of the Institute's staff and former Fellows describe research in progress in four major areas of concern. A paper in the area of "Thought and Expression" presents a view of what this area entails and of some potential research projects. The "Cultures in Contact" area is represented by three papers: one on the concerns of changes in individuals as a function of cultures coming into contact; a second on the individual culture-learner who voluntarily chooses to live in a culture other than his own; and a third on techniques successfully used in cross-cultural orientations. The "Cultural Identity" area is covered in a paper on issues involving identity during development of educational systems. The fourth area, "Language in Culture," includes a presentation of transformational grammar and two articles concerned with the socio-linguistic aspects of language change. A list of other Institute publications currently available and information for contributors are included in the text. (Author/KSM)

-31-

- AN - ED120273
 CHAN- UD015766
 TI - Topics In Culture Learning, Volume 3, 1975
 AU - Brislin, Richard W., Ed.
 OS - Hawaii Univ., Honolulu, East-West Center.
 SO - Aug 1975; 165pp
 - R1E76JUL
 AV - EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage. (2 MF). East-West Culture Learning Institute, 1777 East-West Road, Honolulu, Hawaii 96822
 DT - R (Research & Technical Reports)
 IT - *Acculturation; Anthropology; *Asian Studies; Biculturalism; *Bilingual Education; Chinese; College Students; *Cross Cultural Training; *Cultural Factors; Educational Programs; English Instruction; Foreign Students; Language Handicaps; Learning Processes; Sociocultural Patterns
 AB - This publication includes the following articles: Introduction to Issues in Culture and Learning; The House Form as a Cornerstone of Culture; Music for Multi-cultural Students; Creative Writing in English; Problems Faced by Undergraduates in the English Department, University of Hong Kong; Re-entry/Transition Seminars for Overseas Sojourners; Report on the Wingspread Colloquium; Personal Problems Solving Resources Used by University of Minnesota Foreign Students; Identification of Cross-Cultural Talent; The Empirical Approach of the Peace Corps; Description of Peace Corps Volunteers Experience in Afghanistan; Roots of Bilingual/Bicultural Education in the Trust Territory of the Pacific Islands; An Overview of Alaska Native Bilingual Education; In Search of a Home: Colonial Education in Micronesia; Teaching English in Asia--An Overview; International Educational Cooperation and the World's Future; and, Dilemmas of Language Transition; Challenges to Language Planning in India. (JM)

-32-

- AN - ED131179
 CHAN- UD016612
 TI - Topics In Culture Learning, Volume 4, 1976
 AU - Brislin, Richard W., Ed.
 OS - Hawaii Univ., Honolulu, East-West Center.
 SO - Aug 1976; 83pp
 - R1E77MAR
 AV - Document Not Available from EDRS. East-West Center, East-West Culture Learning Institute, 1777 East-West Road, Honolulu, Hawaii 96822 (Price not quoted)
 DT - B (Books & Texts)
 IT - Anthropologies; *Asian Studies; Cognitive Processes; Communication Problems; *Cross Cultural Studies; Cultural Exchange; *Culture Contact; Delivery Systems; Human Services; Intergroup Relations; Language Development; Learning Processes; *Psychological Studies; *Research Problems; Social Change; Social Sciences
 AB - Volume 4 of an annual series, this issue focuses chiefly on a

variety of perspectives relating to cross-cultural research. The major article is comprised of 15 topics encompassing cognitive and affective aspects of culture contact, language and communication, and culture exchange. The topics address Japanese perceptions of foreigners, learning of nationality stereotypes in childhood, ethnic stereotypes in a multiethnic nation, learning prejudices in school, values and culture contact, development of referential communication in Japanese children, verbal learning and thinking skills of Australian aboriginal children, nonverbal aspects of communication, bilingualism and cognition, a research note on women administrators in a developing society, recent developments in Australian aboriginal education, a study of education and culture in the Philippines, acculturation in the Pacific, assimilation through marriage in Thailand, and the social significance of race and sex in acculturation. Other articles deal with emerging issues in cultural relations, cultural mechanisms in community language learning, delivery of psychological services in non-Western settings, creative writing across two cultures, the culture assimilator, and cultural exchange in the social sciences. (RJ)

-33-

AN - ED145706

CHAN- FL008978

T1 - Topics in Culture Learning, Volume 5

AU - Brislin, Richard W., Ed.; Hamnett, Michael P., Ed.

OS - Hawaii Univ., Honolulu, East-West Center.

SO - Aug 1977; 2pp

- R1E78MAR

AV - EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage. (179 MF). The Director, Culture Learning Institute, East-West Center, Honolulu, Hawaii 96822 (Free)

NO - The type is small in some parts

DT - R (Research & Technical Reports)

IT - Anthropology; Anxiety; *Cross Cultural Studies; *Cross Cultural Training; Cultural Awareness; Cultural Differences; Cultural Education; *Culture; Disadvantaged Youth; Elementary Secondary Education; Employment Programs; Field Studies; Hebrew; Intensive Language Courses; Interdisciplinary Approach; Post Secondary Education; Psychotherapy; Research Design; *Research Methodology; Second Language Learning; *Social Science Research; Sociocultural Patterns; Sociolinguistics; Teacher Improvement

ST - Hawaii; Israel (Jerusalem); Micronesia; New York

AB - The first section of this volume includes articles on cross-cultural teaching: "Mau Piailug's Navigation of Hokule'a from Hawaii to Tahiti," by David Lewis; "The New World Order and the Globalization of Social Science: Some Implications for Teaching Cross-Culturally," by Amarjit Singh; "Ponape: Cross-Cultural Contact, Formal Schooling, and Foreign Dominance in Micronesia," by Nat Coletta; "Effects of Motivational and Employment Programs on Scholastic Behavior among Students from Economically Disadvantaged Groups," by Carl LaPointe; "In a Jerusalem Upan," by Cynthia Pincus; "Sociolinguistic Competence

and Second Language Learning," by Janet Holmes and Dorothy Brown;
 "Popular Culture in Cross-Cultural Perspective," by Margaret
 King; "Teaching the Teachers of Hawaiian Children: Training and
 Consultation Strategies," by Junko Tanaka-Matsumi and Roland G.
 Sharp; and "Culture and the Role of Client Expectancy in
 Psychotherapy," by Howard Higginbotham. The second section
 focuses on investigative strategies in cross-cultural empirical
 research: "Some Epistemological and Methodological Issues in the
 Design of Cross-Cultural Research," by B. James Starr and Suzanne
 Wilson; "Interdisciplinary Collaboration in Cross-Cultural
 Research," Social Science Research," by Norman Dinges;
 "Organizing for Cross-Cultural Research," by Eleanor Elequin;
 "Limitations of Anthropological Field Work," by Anne-Katrin
 Eckermann; and "Cross-Cultural Comparisons of Anxiety:
 Methodological Problems," by Sagar Sharma. (CLK)

-34-

AN - ED097256

CHAN- S0007819

TI - Topics in Cultural Learning, Volume 2, 1974

AU - Brislin, Robert W., Ed.

OS - Hawaii Univ., Honolulu, East-West Center.

SO - Aug 1974; 148pp

- R1E75FEB

AV - EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.(2 MF). Director,
 Culture Learning Institute, East-West Center, Honolulu, Hawaii
 96822 (free)

NO - Volume one is ED 085 294

DT - B (Books & Texts)

IT - "Biculturalism: Bilingualism; *Cross Cultural Training; *Cultural
 Awareness; *Cultural Education; Cultural Pluralism; *Educational
 Anthropology; Ethnology; Exchange Programs; International
 Programs; Language Instruction; Sociocultural Patterns; Teacher
 Education

AB - The twelve papers included in this second volume of Topics in
 Culture are related to the Institute's four areas of research
 interest: cultural identity, cultures in contact, language in
 culture, and thought and expression in cultural learning. The
 articles also examine one or more of four themes which transcend
 the four research areas: learning one's own culture, learning
 about another culture, formal educational programs in culture
 learning programs. The first theme is represented by a survey of
 cross-cultural research, analysis of which gives insights into
 one's own culture. Next, four papers on learning about another
 culture provide specific criteria and examples of such learning,
 for instance, when to use first names and nicknames. In the third
 topic, four papers discuss programs to preserve cultures,
 especially with respect to their indigenous languages and
 intellectual manpower. The several papers on the fourth topic of
 issues in culture learning discuss the politics of cultural
 pluralism, the effect of participation in bicultural education,
 and the motives of people engaged in bilingual-bicultural
 programs. (JH)

-35-

- AN - ED147899
 CHAN- C5501924
 TI - Communication vs Realism for the Learning Designer
 AU - Caldwell, George
 SO - Aug 1977; 1pp
 - RIE78MAY
 AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(10 MF).
 NO - Paper presented at the Annual Meeting of the American Theatre Association (Chicago, Illinois, August 14-17, 1977)
 DT - 5 (Speeches)
 IT - Aesthetic Education; Audiences: *Communication (Thought Transfer); *Design; *Dramatics; Fine Arts; Higher Education; Nonverbal Communication; Production Techniques; *Realism; *Theater Arts
 ST - *Stage Design
 AB - In theatrical production, skillful design is effective communication. A study of audience response to nine drama settings gives positive evidence that the successful designer creates "signposts and symbols" that communicate instantaneously to the observer. The setting is a message. All of the scenic elements must be unified in a clear and concise way. Although realism is the most popular style for the learning designer, it is not always effective in conveying the overt or underlying messages of the playwright. Realism is the most difficult style to do well, because it requires significant knowledge of the drama itself and a background in art in order to make the proper selection of the most communicative tint or motif. Therefore, beginners should concentrate effort on developing an appreciation of abstract art, as well as probing the other styles of scenic design. (MA1)

-36-

- AN - ED139078
 CHAN- EA009489
 TI - Success Analysis for School Administrators
 AU - Carranza, Elihu
 SO - (Nov 1976); 1pp
 - RIE77OCT
 AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(13 MF).
 NO - Paper presented at the Annual Meeting of the California Educational Research Association (55th, Burlingame, California, November 18-19, 1976)
 DT - 5 (Speeches)
 IT - Administrative Personnel; Affective Behavior; Communication Skills; *Cultural Interrelationships; Elementary Secondary Education; *Experimental Programs; Program Descriptions; *Program Evaluation; *Self Actualization; *Success Factors
 ST - *Success Analysis
 AB - The success analysis approach consists of individual and group exercises through which participants, in sharing meaning-centered experiences, identify their strengths and needs and clarify

values operative in both past and expected successes. This approach constitutes a rational and practical perspective whereby students, teachers, staff, and administrators can engage in cooperative and creative efforts compatible with a multicultural emphasis in education. The staff of a school district recently explored this thesis by participating in a success analysis seminar, which was later evaluated. Results of the evaluation indicate that the success analysis approach was highly successful in stimulating free and open interpersonal and intercultural communication, valuable personal insights, acceptance and appreciation of the personal values of others, and better understanding of self and others. Less success was achieved in the areas of needs identification, values clarification, and goal setting. (Author/JG)

-37-

AN - ED140629

CHAN- FL008621

TI - A Multicultural Perspective of Human Communication

AU - Casmin, Fred L.

SO - (1976): 1pp

- RI E77NOV

AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(20 MF).

NO - Paper presented at the annual convention of the Communication Association of the Pacific (Kobe, Japan, June 1976)

DT - S (Speeches)

IT - *Communication (Thought Transfer); *Communication Problems; Cross Cultural Studies; Cultural Pluralism; *Culture; Intergroup Relations; *Language; *Sociolinguistics; *Speech Communication

ST - *Intercultural Communication

AB - This paper views communication as the major human survival tool. Any approach which limits or hampers the innate metabolic human ability to adapt, in order to maximize the chances for survival through communication, is thus seen as dangerous. Instead, a methodology is suggested to develop a communication sub-culture, to facilitate individual contributions and adaptations, rather than the use of methodologies, organizations or systems based on fitting participants into preconceived structures. Development of a matrix for interaction thus becomes a result of maximized individual development and adaptation rather than a result of submerging the individual into some definitional group, system, or organization. This basic principle is specifically applied to the area of international and intercultural communication. (Author/CFM)

-38-

- AN - ED141845
- CHAN- CS501739
- T1 - Sources in International and Intercultural Communication
- AU - Casimir, Fred L.
- OS - ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
- SPO - National Inst. of Education (DHEW), Washington, D.C. Office of Research and Development Resources.
- SO - Jun 1977; 1pp
- R1E77DEC
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(17 MF).
- NU - Contract: 400-75-0029
- DT - L (Bibliographies & Reviews)
- IT - *Annotated Bibliographies; Bibliographies; Books; *Communication (Thought Transfer); *Cultural Exchange; *Intercommunication; *International Educational Exchange; Organizations (Groups); Periodicals
- AB - This bibliography lists representative materials dealing with international communication (communication between official national bodies) and intercultural communication (communication between individual representatives of various cultures or subcultures, within nations or across national lines of separation). Materials are organized according to the following categories: organizations that deal with international and intercultural communication, and their publications; special collections; books; documents available through the ERIC system; and publications that feature occasional relevant articles or that have major or total emphasis on international or intercultural communication. (GW)

-39-

- AN - ED114874
- CHAN- CS501160
- T1 - International and Intercultural Communication Annual, Volume 1
- AU - Casimir, Fred L., Ed.
- OS - Speech Communication Association, New York, N.Y.
- SO - Dec 1974; 168pp
- R1E76APR
- AV - EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.(2 MF). The Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$3.00 member, \$3.50 nonmember)
- DT - Y (Annuals & Yearbooks)
- IT - *Anthropology; *Communication (Thought Transfer); Communications; Communication Satellites; *Culture Contact; Films; *Intercommunication; *Interpersonal Relationship; Literature Reviews; *Speech
- ST - *International Communication
- AB - This first volume of "International and Intercultural Communication Annual" contains 13 articles and a special committee project outline. Among the articles included are: "Adapting Communications Research to the Needs of International

and Intercultural Communications" by Lorand B. Szalay; "Subjective Culture and Interpersonal Communication and Action" by Harry C. Triandis; "An Explication and Evaluation of Cognitive Anthropology" by Jerry L. Burk; "Increasing Intercultural Communication: The PEACESAT Experiment, A Study in the Social Benefits of International Interactive Exchange by Communication Satellite" by John Bystrom; "The Communication of Culture through Film: Focus for Research" by Sharon K. Ruhly; "Cross Cultural Communications Training for Mental Health Professionals" by Paul Pederson; "Dimensions, Perspectives and Resources of Intercultural Communication" by Vernon Lynn Tyler; "Some Empirical Considerations for Cross-Cultural Attitude Measurements and Persuasive Communications" by Janice C. Hepworth; and "A Critical Review of Recent Literature" by William J. Starosta. A directory of organizations concerned with international/intercultural communication study, teaching, research, practice, and sponsorship is also included. (T5)

-40-

AN - ED120826

CHAN - CS501275

YI - International and Intercultural Communication Annual, Volume 2

AU - Casimir, Fred L., Ed.

OS - Speech Communication Association, Falls Church, Va.

SO - Dec 1975: 157pp

- RI E76AUG

AV - EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.(2 MF). Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$3.50 nonmember, \$3.00 member)

NO - Pages 76 and 77 may not reproduce due to type size

DT - Y (Annuals & Yearbooks)

IT - Biculturalism; Communication (Thought Transfer); Cultural Awareness; Cultural Interrelationships; Employer Employee Relationship; Ethnic Studies; Industrial Relations; Intergroup Relations; Literature Reviews; Organizations (Groups); Sociolinguistics

ST - Intercultural Communication; International Communication

AB - This second annual publication concerns the multidisciplinary topic of international and intercultural communication. The titles of the papers are "Implications of Cognitive Norms for the Study of Social Change;" "The Study of Communication Messages and the Conflict over Global Eco-patience;" "Language and Ethnicity in Intergroup Communication;" "Intercultural Communication Vistas: Description, Concept, and Theory;" "Research Methodology in Another Culture: Some Precautions;" "Perception of Self and Others: An Approach to Intercultural Communication;" "Implications of Intercultural Communication for Bilingual and Bicultural Education;" "The Multinational Business Organization: A Schema for the Training of Overseas Personnel in Communication;" "Minoritarianism and Ethnic Groups Communication;" "A Model for the Study of Intercultural Communication in Colleges and Universities of the United States;" "A Two-Week International Workshop in Cross-Cultural Counseling;"

"Critical Review of Recent Literature:" and "Directory of Organizations Concerned with International/Intercultural Communication Study, Teaching, Research, Practice, Sponsorship." (MKM)

-41-

- AN - ED143045
- CHAN- CS501787
- TI - International and Intercultural Communication Annual, Volume III, December 1976
- AU - Casimir, Fred L., Ed.
- OS - Speech Communication Association, Falls Church, Va.
- SPO - Pepperdine Univ., Malibu, Calif.
- SO - Dec 1976; 3pp
- R1E7BJAN
- AV - EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.(210 MF). Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$3.00)
- NO - Figures may not reproduce well: Published with the cooperation of the Commission on International and Intercultural Communication
- DT - Y (Annals & Yearbooks)
- IT - *Communication (Thought Transfer); Communication Problems; *Cross Cultural Studies; Education; Foreign Countries; *Human Relations; Interaction Process Analysis; Intercommunication; Intercultural Programs; *International Relations; *International Studies; Literature Reviews; Research
- ST - *Intercultural Communication
- AB - The purpose of this annual volume is to provide a forum for the exchange of ideas concerning international and intercultural human relations. The 16 chapters include discussion of language and information processing in relation to intercultural communication; guidelines for intercultural research; the effects of ethnocentrism on intercultural communication; intercultural education for the managers of multinational corporations; a model of group development for intercultural communication workshops; analysis of the rhetoric of agitation and control in Latin America; cross-cultural interference in teacher/student communication in United States schools; satellite television's implications for the Third World nations; nonverbal communication in Thailand; multidimensional scaling of cultural processes in Mexico, South Africa, and the United States; recent literature in international intercultural communication; and national and international conferences relating to international and intercultural communication. (KS)

-42-

- AN - ED146241
 CHAN- UD017362
 TI - Same But Different: An Intercultural Training Workshop Manual
 AU - Ching, Judith; And Others
 OS - Institute of Behavioral Sciences, Honolulu, Hawaii.
 SPO - Bureau of Postsecondary Education (DHEW/OE), Washington, D.C.
 Div. of International Education.
 SO - Oct 1976; 3pp
 - R1E78MAR
 AV - EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.(222 MF). The
 Institute of Behavioral Sciences, 250 Ward Avenue, Suite 226,
 Honolulu, Hawaii 96814 (\$15.00)
 NO - Some parts are marginally legible due to print quality
 NU - Grant: G007501476
 DT - C (Curriculum Materials & Teacher-Developed Materials)
 IT - *Cultural Awareness; Cultural Factors; *Emotional Experience;
 *Emotional Response; Ethnic Groups; Institutes (Training
 Programs); *Manuals; *Sensitivity Training; Training
 Laboratories; Training Objectives; *Training Techniques
 ST - Hawaii; *Multicultural Education
 AB - This manual is a product of the Intercultural Training Program
 (ICT) Workshops which were originally designed to provide
 experiential training to Hawaii's teachers, students, and
 administrators. The training, however, may be useful to anyone
 interested in acquiring the experience and knowledge necessary to
 communicate effectively with varied cultural groups. The ICT
 combines the characteristics of culture-general and
 culture-specific training. As a culture-general training program
 it strives to increase the self-awareness and sensitivity of the
 participants. In its culture-specific training, the ICT uses
 research data dealing with four of Hawaii's major ethno-cultural
 groups. This manual explains the training of the staff, the
 development of materials for the content of the training, the
 setting up of the mechanics for bringing about the workshop, the
 actual day-by-day reporting of the workshop, and the evaluation
 of the workshop. Among the activities are the following:
 non-verbal acquaintance and introduction, palm pushing, energy
 passing, row exercise, mirror emotions, head-facial touching,
 chain massage, and trust fall. (Author/AM)

-43-

- AN - ED062768
 CHAN- EM009754
 TI - Communication and Assimilation of Polish Immigrants in British
 Columbia: An Exploration in Culture Learning
 AU - Chu, Godwin C.
 OS - Southern Illinois Univ., Carbondale. School of Journalism.
 SO - Apr 1972; 29pp
 - R1E72SEP
 AV - EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.(1 MF).
 NO - Paper presented at the International Communication Association

- Annual Convention (Atlanta, Georgia, April 19-22, 1972)
- IT - *Acculturation; Cultural Interrelationships; Cultural Pluralism; Culture Contact; *Ethnic Groups; Immigrants; Mass Media; *Sociocultural Patterns; Socioeconomic Status; Sociology
- ST - Canada
- AB - The problem of assimilation of immigrants was analyzed in the general framework of intercultural communication and culture learning. Results from a survey of 64 first-generation Polish immigrants in Victoria, Canada supported this theoretical approach. It was found that assimilation into Canadian culture was positively related to number of interactions with Canadians and exposure to Canadian mass media, and negatively related to interactions with other Polish immigrants and exposure to Polish communications media. However, the specific nature of the impact of interactions and media on cultural assimilation appeared to vary, depending on the particular roles which interpersonal or media communication play in the learning of various culture contents. Immigrants who were more highly assimilated attained higher degrees of economic success in Canadian society. (RB)
- 44-
- AN - ED117205
- CHAN- UD015590
- TI - Cultural Conflicts in Values, Assumptions, Opinions. Reference Pamphlets on Intercultural Communication, No.3. Human Relations in Cultural Context, Series C: Teacher Training Materials
- AU - Condon, E.C.
- OS - Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.
- SPO - New Jersey State Dept. of Education, Trenton. Office of Adult Basic Education.; Office of Education (DHEW), Washington, D.C.
- SO - (1973); 3pp
- RI E76MAY
- AV - EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.(1 MF). Rutgers University-G.S.E., IRES Institute, 10 Seminary Place, New Brunswick, New Jersey 08903 (\$1.25, paper)
- NO - this document is available only in microfiche due to reproduction restriction by the publisher
- NU - Grant: OEG-O-72-1442
- DT - G (Guides & Manuals)
- IT - Acculturation; Adult Educators; American Culture; Anglo Americans; Bias; *Changing Attitudes; Cultural Factors; *Culture Conflict; *Ethnic Groups; Human Relations; Instructional Materials; Spanish Culture; *Teacher Attitudes; Teacher Education; *Values
- AB - Values tend to become distorted at the intercultural level. What is considered "good" in one society may be criticized as "bad" or "incomprehensible" in another. For example, American culture tends to value time to the point of obsession, whereas Hispanic cultures subordinate temporal considerations to interpersonal relationships. The resulting clash which will occur between representatives of divergent cultures may then be predicted accurately. It should convince teachers. It is argued, of the

necessity to adopt a flexible frame of reference and an attitude of suspended judgment in dealing with any crosscultural circumstances. What is needed, is the ability to look at the world through someone else's eyes and to perceive it in the manner determined by the viewer's own cultural filter. Such a skill is simply a matter of acquiring the needed competences in cross cultural understanding. Without this empathy for other cultures, the effectiveness of an adult educator will be considerably reduced, as a result of restrictive communication at the cognitive, as well as the affective and psychomotor levels. The task of the adult educator is not so much that of "changing" the learners' values as that of helping him (1) acquire an additional and different set of values, and (2) learn to behave differentially according to context. (Author/JM)

-45-

AN - ED117203

CHAN- UDD15588

TI - Introduction to Culture and General Problems of Cultural Interference in Communication. Reference Pamphlets on Intercultural Communications, No.1. Human Relations in Cultural Context, Series C: Teacher Training Materials

AU - Condon, E.C.

OS - Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

SPO - New Jersey State Dept. of Education, Trenton. Office of Adult Basic Education.; Office of Education (DHEW), Washington, D.C.

SO - (1974): 29pp
- RI E76MAY

AV - EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS. (1 MF). Rutgers University - G.S.E., IRES Institute, 10 Seminary Place, New Brunswick, New Jersey 08903 (\$2.00, paper)

NO - this document is available only in microfiche due to reproduction restriction by the publisher

NU - Grant: OEG-O-72-1442

DT - G (Guides & Manuals)

IT - Anglo Americans: *Communication Problems; Cultural Awareness; Cultural Background; Cultural Differences; Cultural Factors; Cultural Images; *Cultural Traits; *Culture Conflict; Culture Contact; Ethnic Groups; *Ethnocentrism; French; *Role Perception; Spanish Speaking

AB - From an individual's viewpoint, it is argued, culture establishes a meaningful context of social institutions, ecological practices, and personal rules of conduct which provide each group member with a blueprint for social existence. But, behavior is also conditioned by unconscious internalized patterns, which tend to be accepted by everyone as normal facets of "human nature", thereby originating the false premise on which so much crosscultural miscommunication is based--the belief that behavioral deviance must be contrary to nature. Men who live and work in the same community tend to develop certain common features. In the area of intercultural relations the importance of assessing accurately this elusive, but powerful, activator of

human behavior cannot be overemphasized. Misunderstandings between members of different societies are apt to occur as a result of the speakers' compulsion to communicate with each other through different viewpoints based on variant mental models of reality. If a Frenchman may be seen as cognitive-oriented, for example, and if an American may be characterized as psychomotor-oriented, then a Spanish speaking individual must be depicted as affective-oriented. One may easily predict that any confrontation between members of these three cultures is apt to generate a host of misunderstandings. (Author/JM)

-46-

AN - ED117204

CHAN- UD015589

TI - Selected Patterns of Interference in Verbal and Non-Verbal Communication Between Black and White Middle Class Cultures. Reference Pamphlets on Intercultural Communication, No.2. Human Relations in Cultural Context. Series C: Teacher Training Materials

AU - Condon, E.C., Ed.; Freundlich, Joyce

OS - Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

SPO - New Jersey State Dept. of Education, Trenton, Office of Adult Basic Education.; Office of Education (DHEW), Washington, D.C.

SO - (1973); 1pp

- RIET6MAY

AV - EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS. (27 MF). Rutgers University-G.S.E., IRES Institute, 10 Seminary place, Place, New Brunswick, New Jersey 08903 (\$2.00, paper)

NO - this document is available only in microfiche due to the reproduction restriction of the publisher

NU - Grant: OEG-0-72-1442

DT - G (Guides & Manuals)

IT - *Black Dialects; *Communication Problems; Cultural Awareness; Dialects; *Language Patterns; Language Role; Language Styles; Language Usage; Language Variation; Linguistic Patterns; *Negro Students; Nonverbal Communication; Social Dialects; Social Factors; Social Influences; Sociolinguistics; *Teacher Responsibility; Urban Language; Verbal Communication

AB - Verbal and nonverbal patterns of communication found in the black community are discussed in this paper. They have been selected on the basis of their potential as interference factors in intergroup communication. A section on black language describes and explains the following categories: rapping, running it down, jiving, shucking, coping a plea, sounding, playing the dozens, signifying, and marking. Besides these specific verbal styles, there are other verbal communication patterns prevalent in black culture such as inversion and loudtalking which are included. Major kinesic patterns (body language) found in black culture are described, along with their significance in an instructional situation. These include eye movements (eye-aversion, eye-rolling, and other uses of eye-movement), hand movement, and walking (the limp stance, pimp strut or pimp walk, black walk,

and rapping). In order to achieve an effective level of communication with blacks, the white middle-class teacher is recommended to stop believing that, and acting as if, all black students are inferior or culturally deprived; and to stop believing that, and acting as if, black students must be made over into the superior image of the white middle class.
(Author/AM)

-47-

AN - ED114122

CHAN- IR002759

TI - The Effects of Cross-Cultural Broadcasting. A Study Prepared for UNESCO

AU - Contreras, Eduardo; And Others

OS - Stanford Univ., Calif. Inst. for Communication Research.

SO - Jun 1975; 114pp

- R1E76MAR

AV - EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.(2 MF).

DT - B (Books & Texts)

IT - Audiences; *Broadcast Industry; Commercial Television; *Communication Problems; Communication Satellites; *Cross Cultural Studies; Cultural Background; *Cultural Differences; Cultural Environment; Television; *Television Viewing; Visual Literacy

AB - The Institute for Communication Research at Stanford University collected and synthesized existing data on cross-cultural broadcasting throughout the world. In their report, details are provided about four types of effects resulting from cross-cultural broadcasting: (1) cultural effects with emphasis on the trend of research in radio, television, and film broadcasts; (2) the effect of linguistics in international radio, commercial broadcasting, minority languages, and standardization; (3) psychological effects of communications and visual perception; and (4) political effects. Twelve footnote references and a bibliography of over 100 items are included. (DS)

-48-

AN - ED075857

CHAN- CS500224

TI - Black Communication Research: A Problem in Intercultural Communication

AU - Daniel, Jack L.

SO - Apr 1973; 1pp

- R1E73SEP

AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(9 MF).

NO - Paper presented at the Annual Meeting of the International Communication Association (Montreal, April 1973)

IT - *Black Culture; *Communication (Thought Transfer); Cultural Awareness; *Cultural Differences; Cultural Pluralism; Minority Groups; *Research Methodology; Research Needs; *Research Problems; Social Attitudes

AB - The author discusses the methodological problems facing researchers interested in studying black communication, some of which are the same problems encountered by students of intercultural communication. While the study of black communication must deal with the usual problems of obtaining primary resources, establishing the appropriate methodologies, developing a community of scholars, and developing methods of disseminating information, the development of the area of black communication is also hampered to a large degree by its intercultural dimension. Specifically, a reference to "black" communication calls attention to the fact that a distinct cultural group exists and that this group's communication is substantially different from that of others. The author concludes that the researcher is faced with the problems of (1) defining black in a way that is consistent with an attitude of mind rather than a designation of race, (2) understanding that blacks are not simply a neglected population that is either devoid of culture or an incomplete form of the "dominant" culture, and (3) developing research methodologies that are based upon primary assumptions that are the same as those supporting black communication. (LG)

-49-

AN - ED029159

CHAN- AA000349

TI - Cross Cultural Interaction Skills: A Digest of Recent Training Literature

AU - DeCrow, Roger

OS - Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

SO - Feb 1969; 78pp

- RIE690CT

AV - EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.(2 MF).

IT - *Annotated Bibliographies: *Cross Cultural Training; Culture Conflict; Culture Contact; Developing Nations; Human Relations; *Interaction; *Literature Reviews; Management Development; Military Training; Program Administration; Research; Simulation; Technical Assistance; *Training Techniques; Volunteers

ST - *Peace Corps

AB - Innovative programs and new methods of training for cross cultural skills in interpersonal interaction are the focus of this review which provides a bibliography with 48 abstracts of documents, largely from the years 1966 to 1968; a topical digest of the main points made in these documents, elaborated by quotations from the texts; and an index to documents, or to sections of documents, which relate to each section of the review. The review of the literature is contained under the following headings: The cross cultural training problem; The need for more effective methods of cross cultural training; Conditions affecting the design of cross cultural training programs; Conceptualizing the training task; and Cross cultural interaction training methods. The document also lists other publications of the ERIC Clearinghouse on Adult Education, and gives instructions for ordering documents in microfiche and hard copy from the ERIC Document Reproduction Service and from the Clearinghouse for

INTERCULTURAL COMMUNICATION

Federal Scientific and Technical Information. (author/ly)

-50-

- AN - ED034123
 CHAN- AC006027
 TI - Intercultural Training for Foreign Assistance
 AU - Dove, Charles James
 OS - Michigan Univ., Ann Arbor.
 SO - (1968); 395pp
 - R1E70APR
 AV - Document Not Available from EDRS. University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-12,087, MF \$5.05, Xerography \$17.80)
 NO - Ph. D. Thesis
 IT - Analysis of Variance; *Communication (Thought Transfer); *Consultants; *Cross Cultural Training; Doctoral Theses; Evaluation; Evaluation Methods; *Experimental Programs; Program Design; Research; Role Playing; Simulation; *Technical Assistance; Training Techniques
 ST - *Agency for International Development
 AB - An attempt was made to design and test an intercultural training program to prepare new employees for foreign assistance work. The desired skill was communication which seeks information and potential areas of agreement. Includes personal content, and is alert to cultural influences on communication. Sixty-five new Agency for International Development employees attended a week of training involving skill exercises, role playing, and simulation. Gains were noted in such areas as seeking information as compared to giving it, introducing personal content into communication, ability to recommend effective communication techniques, and perception of a change agent's role as helping people to solve their own problems in their own way. Correlations between future assignments and training results were insignificant. Moreover, no conclusion could be drawn as to the influence of professional background on learning, or to indicate that changes stemmed from increased awareness of cultural and value system influences on communication. Recommendations for program improvement and further research were made. (author/ly)

-51-

- AN - ED113760
 CHAN- CS501127
 TI - Pacific Nations Broadcasting I: Symposium Held at the Annual Broadcast Industry Conference (22nd, San Francisco, April 19-22, 1972)
 AU - Draper, Benjamin, Ed.
 OS - California State Univ., San Francisco.
 SO - (1972); 2pp
 - R1E76MAR
 AV - EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage. (152 MF).
 DT - P (Proceedings)

INTERCULTURAL COMMUNICATION

- IT - *Broadcast Industry; Cable Television; *Communication (Thought Transfer); *Communications; Conference Reports; Cultural Interrelationships; Higher Education; International Relations; *Mass Media; Radio; *Television
- ST - *Broadcast Industry Conference
- AB - This document contains the papers presented at the Twenty-Second Annual Broadcast Industry Conference held at California State University, San Francisco, in 1972. The aim of the conference was to develop a better means of communication among nations existing in a world that has grown smaller because of the development of the communications media. The papers presented include S.I. Hayakawa's "Some Psychological Implications of Television," which examines the semantic environment created by television and the effects of television on the values of young people; "The Role of the Media of the Republic of China"; "Impact and Meaning of Broadcasting in Japan"; "Prospects for Cable Television," which examines the uses and the possibilities of the coaxial cable in education, industry, and the home; and "Guidelines for Cross-Cultural Communication." Additional papers explore the challenges of international broadcasting in terms of political, economic, social, and educational effects. The twelve papers represent an initial step in the exchange of ideas, techniques, and content in the broadcast fields in the Pacific nations. A final section describes the current broadcasting facilities of the Pacific nations. (RB)
- 52-
- AN - ED135029
- CHAN- CS501613
- TI - Intercultural Communication Problems of American Expatriate Businessmen in Paris
- AU - Dudley, Juanita
- SO - (1976); 20pp
- RIE77JUL
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
- NO - Paper presented at the Annual Meeting of the American Business Communication Association (San Diego, California, December 28-30, 1976)
- DT - S (Speeches)
- IT - *Business Communication; Communication (Thought Transfer); *Communication Problems; *International Relations; Interpersonal Problems; Interpersonal Relationship
- ST - *Intercultural Communication
- AB - In order to discover whether--and what--intercultural communication problems persist in businesses with headquarters in the United States and branches in another highly developed country, 12 Americans affiliated with Paris branches of United States businesses and two French executives of American firms were interviewed in Paris. This paper discusses the findings regarding motivation for working in France, spouse and family concerns, distance from United States headquarters, geographical location of Paris residence, disparate degrees of formality of the French and the Americans, impressions of salient differences

in French and American styles of communication in oral discussions and in report writing, and perceived differences in French and American advertising strategy. Responses to questions indicated that few of the 12 Americans find their communication problems exacerbating but that the two Frenchmen are considerably exercised about certain differences between the two nationalities. (JM)

-53-

AN - ED064439

CHAN- UD012482

T1 - Crosscultural Miscommunication in the Classroom

AU - Dulay, Heidi; Shultz, Jeffrey

OS - Language Research Foundation, Cambridge, Mass.

SPO - Ford Foundation, New York, N.Y.

SO - 8 Apr 1972; 36pp

- RIE720CT

AV - EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.(1 MF).

NO - Paper presented at the joint annual meeting of the Society for Applied Anthropology and the American Ethnological Society, Montreal, P.Q., April 8, 1972

IT - Anglo Americans, Classroom Communication; *Classroom Environment; *Communication Problems; *Cross Cultural Studies; Cultural Awareness; Cultural Differences; Cultural Factors; Culture Conflict; Failure Factors; Puerto Rican Culture; *Puerto Ricans; Student Attitudes; Student Behavior; *Teacher Attitudes; Teacher Behavior

ST - Boston; Massachusetts

AB - Communication between students and teachers is a basic requirement for learning to take place in a classroom. Like words and phrases, behaviors carry specific meanings which may vary across cultures. When teachers are not aware of cultural differences, when they assume that a behavior has a particular meaning while students assume it has another, then there is a misunderstanding--a breakdown in communication. One basic reason for the failure of Puerto Rican students in mainland classrooms is the lack of communication between them and their Anglo teachers--due to a lack of crosscultural sensitivity. The purpose of this research project was to find evidence of culture conflicts, resulting in miscommunication between Puerto Rican students and Anglo students. Four classes in a Boston public school were observed and tape recorded, and information compiled on Puerto Rican culture and the Anglo teacher subculture. The findings encompassed instances of miscommunication manifested by the behavior of the students and teachers which could be explained by their respective cultural norms. This document has been reproduced from the best available copy. (Authors/RJ)

- 54-
- AN - ED150043
- CHAN- S0010575
- TI - An Overview of the Louisville Area Ethnic Heritage Studies
Teacher Training and Curriculum Development Project
- AU - Egginton, Everett
- SO - (Nov 1977): 1pp
- R1E7BJUN
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(19 MF).
- NO - Paper presented at Annual Meeting of the National Council for the
Social Studies (Cincinnati, Ohio, November 23-26, 1977)
- DT - S (Speeches)
- IT - Cultural Education; Cultural Enrichment; *Cultural Pluralism;
*Curriculum Development; Curriculum Enrichment; Educational
Objectives; Educational Practice; Elementary Secondary Education;
Ethnic Groups; *Ethnic Studies; *Program Descriptions; Program
Evaluation; Relevance (Education); School Community Cooperation;
School Community Relationship; *Social Studies; Student
Participation; Teacher Developed Materials; Teacher
Participation; Teacher Workshops
- AB - The paper describes an ethnic studies project which was designed
in 1975 to foster communication across intercultural/ethnic lines
in the newly integrated public schools of Louisville, Kentucky.
Resulting from cooperative efforts of the Louisville Chamber of
Commerce, the Jefferson County Public Schools, and the Center for
International Education of the University of Louisville, the
project focussed on the following tasks: (1) organizing an ethnic
heritage conference for Louisville teachers, students, and
community members; (2) evaluating existing ethnic heritage
curriculum materials; (3) producing television documentaries and
monographs describing ethnic groups; (4) compiling a Louisville
community resources index; and (5) organizing ethnic and cultural
fairs in local junior high and high schools. Evaluation of the
project reveals increasing interest in ethnic studies, despite
specific shortcomings due to attempting too many tasks in too
short a period with too little money. Tangible outcomes of the
one year project include the development of 12 new curriculum
units and six television documentaries. The conclusion is that
the project created a foundation for ethnic studies curriculum.
(Author/DB)

- 55-
- AN - ED120859
- CHAN- CS501309
- TI - Conceptualizing Intercultural Communication
- AU - Ellingsworth, Huber W.
- SO - (1976): 22pp
- R1E76AUG
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
- NO - Paper presented at the Annual Meeting of the International
Communication Association (Portland, Oregon, April 1976)
- DT - S (Speeches)

- IT - *Communication (Thought Transfer); *Cross Cultural Studies; Cultural Awareness; *Cultural Differences; *Cultural Interrelationships; *Cultural Traits; Higher Education
- ST - *Intercultural Communication
- AB - This paper contains a critical examination of how the intercultural communication field has evolved and how its future development might be planned. A variety of text and trade books, conference papers, research studies, and annotated bibliographies are examined in an attempt to discern general propositions on intercultural communication. It is concluded that there are at least five major propositions which underlie current thinking on intercultural communication. Each of the five propositions is examined in detail. (RB)

-56-

- AN - ED029294
- CHAN - AL001940
- TI - Summer Workshops in Sociolinguistics: Research on Children's Acquisition of Communicative Competence
- AU - Ervin-Tripp, Susan
- OS - California Univ., Berkeley.; Social Science Research Council, New York, N.Y. Committee on Sociolinguistics.
- SO - Jun 1969; 5pp
- RIE690CT
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF). Limited number of copies available from the Social Science Research Council, 230 Park Avenue, New York, N.Y. 10017.
- IT - *Child Language; *Cross Cultural Studies; Cultural Differences; Doctoral Programs; Intercultural Programs; *Interdisciplinary Approach; Language Usage; Nonverbal Communication; Research Design; Research Methodology; Sociocultural Patterns; *Sociolinguistics; Student Research; *Summer Workshops; Verbal Communication
- AB - During the summer of 1968 a special summer program in sociolinguistics ("Language, Society, and the Child") was held at the University of California, Berkeley. This program grew out of the research on "children's language acquisition in a variety of cultures" which has been underway at that institution for four years. Originally it was planned to restrict the program to 32 pre- and post-doctoral students with backgrounds in linguistics and the social sciences. Among these were seven who had recently returned from making field studies, guided by the "Field Manual for Cross-Cultural Study of the Acquisition of Communicative Competence" (ED 015 434). The participants attended four workshops, each restricted to eight participants: one on child grammar, two on sociolinguistics, and one on child phonology. They also took courses in the regular University summer program. It was found, upon opening the workshops to auditors, that the extra participants were one of the factors working against successful analysis of the field data. Some of the important topics which were discussed were the structure of early grammatical constructions, the rules for social uses of language in children's cultures, and the effects of the milieu of the

child on the rate and type of language development. The effectiveness of these workshops as training devices is also evaluated in this article. (JD)

-57-

- AN - ED149367
 CHAN- CS203882
 TI - Mass Communication in Singapore: An Annotated Bibliography. Asian Mass Communication Bibliography Series 6
 AU - Espejo, Cristina Y., Ed.; Fontgalland, Guy de, Ed.
 OS - Asian Mass Communication Research and Information Centre, Singapore.
 SPO - Government of the Republic of Singapore.
 SO - (1977): 1pp
 - RIE78JUN
 AV - EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS. (70 MF). Asian Mass Communication Research and Information Centre, 39 Newton Road, Singapore 11, Republic of Singapore (\$10.00)
 NO - See related documents ED140347 and CS203882-885
 DT - L (Bibliographies & Reviews)
 IT - *Annotated Bibliographies; *Communication (Thought Transfer); *Communications; Developing Nations; Education; *Foreign Countries; Intercommunication; Journalism; Laws; *Mass Media
 ST - Advertising; *Singapore
 AB - This bibliography lists and describes published and unpublished material relating to mass communications in Singapore, from 1945 to 1973. Most of the items listed are written in English; a limited number are in Chinese. The bibliography is divided into 18 sections: bibliography and reference material; communication theory and research methods; communication (general); media development and characteristics; newspapers; print media; broadcast media; film; laws of mass communication; communication in development; communication teaching and training; mass media in formal education; advertising, marketing, public relations, and management; government communication; international and intercultural communication; social contexts of the media; communication technology; and mass communication periodicals. An author/title index is included. (GW)

-58-

- AN - ED150051
 CHAN- S0010627
 TI - Inter-American Beginnings of U.S. Cultural Diplomacy, 1936-1948. Cultural Relations Programs of the U.S. Department of State: Historical Studies, Number 2
 AU - Espinosa, J. Manuel
 OS - Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.
 SO - Dec 1976: 4pp
 - RIE78JUN
 AV - EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage. (360 MF).

Superintendent of Documents, U.S. Government Printing Office,
Washington, D.C. 20402 (Stock No. 044-000-01620-6 \$6.20,
hardbound)

- NO - For a related document, see 50 010 626
- DT - B (Books & Texts)
- IT - American History; Cross Cultural Studies; *Cultural Exchange;
Culture Contact; Developing Nations; Diplomatic History;
*Exchange Programs; Foreign Policy; Government Role;
Intercultural Programs; *International Educational Exchange;
*International Relations; Latin American Culture; Political
Influences; Primary Sources; *Program Descriptions; Program
Evaluation; Social Influences
- ST - *Latin America
- AB - Focusing upon the role of the United States government in
furthering educational and cultural relations with other nations,
the book presents a history of cooperative exchange between the
United States and Latin America from 1936-48. The report, based
upon primary source material in the form of communications
between the Department of State and foreign service posts in
Latin America, is presented in six major sections. Section I
investigates origins of the Pan American Movement in the early
1800s and reviews private inter-American cultural exchange
activities before 1930. Section II outlines the genesis of the
program, reviews the good neighbor policy, and evaluates the
significance of the 1936 Buenos Aires Conference for the
Promotion of Inter-American Cultural Relations. The third section
examines program policy in areas such as selecting advisory
committees, maintaining contact with universities, and acquiring
clearance from Latin American governments for U.S. government
activities. Growth and change of the program during World War II
are chronicled in Section IV, followed by examination of program
activities during the 1940s throughout the United States and
Latin America. The final section provides highlights from
diaries, letters, and other memoranda of the more than 3,000
individuals from both the United States and Latin America who
participated in Department of State cultural exchanges between
1936 and 1948. (Author/DB)

-59-

- AN - ED130366
- CHAN- CS50:537
- TI - The Effects of Self-Disclosing Communication and Attitude
Similarity on the Reduction of Interpersonal Conflict
- AU - Fahs, Michael Lee
- SO - (1976): 33pp
- R1E77MAR
- AV - EDR5 Price MF-\$0.83 HC-\$2.06 Plus Postage.(1 MF).
- NO - Paper presented at the Annual Meeting of the Western Speech
Communication Association (San Francisco, November 1976)
- DT - S (Speeches)
- IT - Attitudes; *Communication (Thought Transfer); Communication
Problems; *Conflict Resolution; Higher Education; *Information
Theory; *Interaction; *Interpersonal Relationship; Psychological

Studies

- AB - The effects of self-disclosure and attitude similarity on the reduction of interpersonal conflict in a modification of the Prisoner's Dilemma Game were investigated in an experimental study of the behavior of 60 undergraduate students. Results supported hypotheses that self-disclosure and attitude similarity would elicit more conflict-reducing behavior than would nondisclosure or attitude dissimilarity. The effects of self-disclosure were much greater than those of attitude similarity, however, and a predicted interaction between these two factors was not found. (AA)

-60-

- AN - ED035820
 CHAN- AC006324
 TI - Communication, Cooperation, and Negotiation in Culturally Heterogeneous Groups
 AU - Fiedler, Fred E.; Triandis, Harry C.
 OS - Illinois Univ., Urbana, Group Effectiveness Research Lab.
 SPO - Office of Naval Research, Washington, D.C.
 SO - Aug 1969; 22pp
 - R1E70JUN
 AV - Document Not Available from EDRS. Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-692-409, MF \$0.65, HC \$3.00)
 NO - Interim final report
 IT - *Communication (Thought Transfer); *Cross Cultural Training; *Culture Contact; *Programed Instruction; *Program Evaluation; Research Projects
 AB - This research program has been concerned with three major subprojects: identifying concepts and behaviors which critically affect intercultural relations; developing principles and methods for programed self-instructional cultural training to help Americans adjust to, and work more effectively in, foreign cultures, or with persons from different cultures; and laboratory and field studies to evaluate the effectiveness of these programs under different leadership and organizational structures. Subprojects one and two are largely complete, while the third subproject will continue at least until 1971. (The document includes 125 references and a list of research participants.) (authors/ly)

-61-

- AN - ED092997
 CHAN- CS500717
 TI - Phenomenological and Transactional Study of Intercultural Communication
 AU - Fitcher, Richard
 SO - Apr 1974; 7pp
 - R1E74NOV
 AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).

- NO - Paper presented at the Annual Meeting of the International Communication Association (19th, New Orleans, April 17-20, 1974)
- DT - S (Speeches)
- IT - *Communication (Thought Transfer); *Cross Cultural Studies; *Educational Research; Higher Education; Human Relations; Models; *Research Tools; Resource Materials; *Theories
- AB - This paper presents pretheory and theory for an approach to the study of intercultural communication and discusses the phenomenological basis of a theory of transaction, applying it to case study and comparative methods of analysis. The unit of analysis is denoted as an ABX paradigm and may be described as a communication dyad in a triadic universe of data. A and B are human agencies from different cultures whose relationship is one of communication interchange. X is the symbol system by which they communicate. ABX is not treated as an objective system but is considered for its analytic uses as an instrument of observation. (Author/RB)

-62-

- AN - ED074538
- CHAN- CS500191
- TI - Communication/Speech
- AU - Galvin, Kathleen M.; Book, Cassandra L.
- SO - (1972); 121pp
- R1E73AUG
- AV - Document Not Available from EDRS. National Textbook Co., 8259 Niles Center Road, Skokie, Ill. 60076 (\$4.00 paper)
- IT - Behavioral Objectives; *Communication (Thought Transfer); *Communication Skills; *Curriculum Guides; Effective Teaching; Individual Development; Interaction; *Interpersonal Relationship; Relevance (Education); Secondary Grades; Student Centered Curriculum; Undergraduate Study
- AB - This book is intended as a resource for teachers who are adopting a communication approach to a speech course. Organized into seven chapters which each contain behavioral and learning objectives and activities, the book is designed to help educators guide their students toward an understanding of inter- and intrapersonal communication and the development of effective communication skills. The introductory chapter discusses communication models and networks. Chapter two concerns the encoding and decoding of messages in terms of selective perception, accuracy, and interference. Chapters three through six address the numerous communication settings and relationships including intrapersonal, one-to-one, group, and one-to-group communication situations. The final chapter is devoted to the study of nonverbal communication in relation to symbols, sign and signals, space and setting, status, and intercultural influences. Also included is a list of selective terminology with parallel examples used throughout the book, special monographs, and an annotated bibliography. (Author/LG)

-63-

- AN - ED098635
 CHAN- CS500882
 TI - A Test of Cultural Empathy
 AU - Goodyear, F.H.
 SO - (1973): 13pp
 - RI E75APR
 AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
 NO - Paper presented at the 1973 Texas Speech Association Convention
 DT - S (Speeches)
 IT - *Attitude Tests; College Students; *Cultural Awareness; Cultural Interrelationships; *Ethnic Groups; Intercultural Programs; *Research
 AB - A 150-Item Test of Cultural Empathy originated in the spring of 1973 with a group of 16 students of three major ethnic groups in a class in Intercultural Communication at Texas Christian University (TCU). Although the test items were generally original, a few items came from the Dove Counterbalance I.Q. Test. The test was validated through four forms with over 200 students taking the various forms of the test. The test was administered to 20 black and 20 white students at TCU to determine readability and answerability for the questions. Eighty-seven items were chosen for Test Form Two, which was administered to 20 black, 20 Chicano, and 20 white high school-aged and junior college-aged students from local church groups. The questions tend to show fairly consistent difficulty and discrimination indices from form to form. Incorrect answers to certain questions suggest a lack of knowledge about black and Chicano history and literature. The unwillingness of many students of Mexican-American descent to be classified as "Chicanos" posed a problem for the test constructors. (SW)

-64-

- AN - ED122319
 CHAN- CS501350
 TI - Toward an Organizational Framework for Cross-Cultural Communication
 AU - Goodyear, F.H.; West, Alan
 SO - (1976): 18pp
 - RI E76SEP
 AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
 NO - Paper presented at the Annual Meeting of the Southern Speech Communication Association (San Antonio, Texas, April 1976)
 DT - S (Speeches)
 IT - Business Communication; *Communication (Thought Transfer); *Cross Cultural Studies; Ethnic Studies; Foreign Culture; Group Relations; *Intercommunication; Language; Minority Groups; Organizational Communication
 ST - *Cross Cultural Communication
 AB - In advancing an overall organizational pattern for the field of cross-cultural communication, it seems logical to divide the cross-cultural studies into the two major categories of

international and intercultural. Four major types of communication can be classed as international: diplomatic and international political communication, American overseas commercial and recreational communication, American overseas religious and humanitarian communication, and communication of foreign nationals in the United States. Intercultural communication can be broken into the following five major divisions: culture studies, language studies, interethnic communication, minority rhetorics, and intragroup communication. A number of studies are described which have been conducted on each of the topics listed under the international and intercultural categories. (JM)

-65-

- AN - ED082245
- CHAN- C5500387
- TI - A First Course in Intercultural Communication
- AU - Goodyear, F.H.; Williams, Patrick L.
- SO - (1973); 20pp
- RI E74FEB
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
- NO - Paper presented at the Annual Meeting of the Southern Speech Communication Assn. (Lexington, Ky., 1973)
- IT - Bibliographies: 'Communication (Thought Transfer); 'Course Descriptions: Cross Cultural Training; Educational Games; Higher Education; Interaction; 'Intercultural Programs; 'Interpersonal Relationship; Racial Attitudes; Racial Integration; Racial Segregation; 'Racism; Role Playing; Social Discrimination
- ST - 'Afro American Communication
- AB - The Texas Christian University course description, outline, and supporting bibliography deal with the problems of intercultural, interracial communication. The course plan begins with the thesis that racism is institutionalized and that the eradication of racism requires changes in individuals' awareness of their own hidden discriminatory feelings. The classroom activities described ask students to play educational reverse-role-playing games, interview members of oppressed minorities, and become familiar with other races and cultures through association. Readings in interpersonal, interracial intercommunication are assigned, and written papers about the students' course experiences are required. A bibliography of books and articles is appended. (CH)

-66-

- AN - ED023339
- CHAN- FL001090
- TI - Initial Immersion in the Foreign Culture
- AU - Gordon, Raymond L.
- OS - Antioch Coll., Yellow Springs, Ohio.
- SPO - Office of Education (DHEW), Washington, D.C. Bureau of Research.
- SO - (1968); 76pp

- RIE69MAR
- AV - EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage. (2 MF).
- NU - Contract: OEC-1-7-070267-3973; Project: BR-7-0267
- LPA - 48 (Language Devel., PL 85-864, Title VI)
- IT - College Language Programs; Communication (Thought Transfer);
 *Cross Cultural Training; Cultural Differences; Cultural
 Environment; *Culture Conflict; Foreign Culture; Idioms;
 *Instructional Materials; International Education; *Latin
 American Culture; Sociolinguistics; *Spanish; Study Abroad
- ST - Colombia
- AB - This is the first unit in a series of instructional materials
 arising from an exploratory study of cultural barriers to
 communication between North Americans and Colombians. A
 syllogistic model, in which our unspoken and unconscious
 assumptions comprise the major premise, is used to explain the
 difficulties of intercultural communication. These silent
 assumptions are revealed and explained through the material
 presented, which consists of (1) a physical description of
 Bogota, highlighting the foreigner's first impressions, (2) the
 experiences and impressions of one composite North American
 student upon arrival in the city, and (3) a case study of a
 cross-cultural misunderstanding involving the Colombian family
 unit. An appendix lists idioms peculiar to Colombian Spanish. For
 companion documents, see the original exploratory study, FL 001
 089 and Unit 2 of the instructional materials, FL 001 089. (DS)

-67-

- AN - ED130550
- CHAN- FL008192
- TI - Living in Latin America. A Case Study in Cross-Cultural
 Communication
- AU - Gordon, Raymond L.
- SO - (1975); 177pp
 - RIE77MAR
- AV - Document Not Available from EDRS. National Textbook Company,
 8259 Niles Center Road, Skokie, Illinois, 60076
- DT - B (Books & Texts)
- IT - *Communication (Thought Transfer); *Cross Cultural Studies; Cross
 Cultural Training; *Cultural Differences; *Cultural Education;
 *Cultural Exchange; Cultural Factors; *Culture Conflict; Culture
 Contact; Family Role; Foreign Culture; Higher Education;
 Intercultural Programs; Language Instruction; Latin American
 Culture; Sociocultural Patterns; Sociology; Student Exchange
 Programs; Study Abroad
- ST - *Colombia
- AB - This volume is intended as a guide to cross-cultural
 communication for American guests and Colombian hosts interacting
 with each other. For this study, American guests and Colombian
 hosts were asked to talk about themselves and each other. Part
 one, "Scenes of Guest-Host Miscommunication," discusses scenes of
 interaction between the guest and host in the household, with
 particular reference to bathroom, bedroom, and living-dining
 areas. Part two, "Role Relationship of the American Guest," deals

with the relationship between the American guest and his host family in general and between the guest and specific family members. Finally, implications for foreign language teachers and cross cultural trainers are discussed. (Author/AM)

-68-

AN - ED120275

CHAN- UD015773

TI - Non-verbal Behavior Cross-Cultural Contact, and the Urban Classroom Teacher

AU - Grove, Cornelius Lee

OS - Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

SPO - National Inst. of Education (DHEW), Washington, D.C.

SO - Feb 1976; 7pp

- RIE76JUL

AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).

DT - J (Journals & Periodicals)

IT - Body Language; Classroom Communication; Communication Problems; Communication Skills; Cross Cultural Studies; Cultural Differences; Culture Conflict; Ethnic Groups; Minority Group Children; Minority Group Teachers; Nonverbal Communication; Sociocultural Patterns; Teacher Responsibility; Teacher Role; Urban Schools; Verbal Communication

AB - The anthropologist sees specific human non-verbal behavior as the medium through which relationships are maintained, regulated, and guided within culturally prescribed patterns. The spoken language, the use of space, eye-contact, smiling, and the use of the hand constitute unique patterns of behavior that are culturally specific and have wide variations cross-culturally. Cross cultural interferences in communication are largely the result of mistaken assignment of meaning. Some of the most perplexing cross cultural misunderstandings can occur when two people's patterns exhibit highly overt similarity and in fact have a significant number of identical forms and associated meanings, yet differ on more subtle levels. Included in the educational implications of cross cultural non-verbal problems is the level of detail that is required for the study of children from distinct cultures in different contexts. When considering what can be done for the urban classroom teacher, some of the answers may lie in equipping them with knowledge about the children's culture and with empathy. It is also important that teachers attempt to make up for gaps in knowledge by developing an open sensitive mind that actively impedes the formation of ethnocentric value judgments. (Author/AM)

-69-

- AN - ED111912
 CHAN- UD015467
 TI - The Intensively Annotated Bibliography on Cross-Cultural Problems in Education
 AU - Grove, Connellus Lee Neal, Comp.
 OS - Columbia Univ., New York, N.Y. Inst. of International Studies.
 SO - Sep 1975; 50pp
 - R1E76JAN
 AV - EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.(1 MF).
 DT - L (Bibliographies & Reviews)
 IT - *Annotated Bibliographies; Biculturalism; Bilingual Education; *Cross Cultural Studies; *Cultural Differences; *Cultural Education; *Educational Anthropology; *Educational Problems; Intercultural Programs; Linguistics; Nonverbal Communication; Verbal Communication; Visual Perception
 AB - One hundred and twenty-five items are compiled in this bibliography which lists profitable books and where they can be located, and which gives descriptions of document content. The quality of the material referenced is judged by the use of one, two, or no asterisks denoting material judged to be very best, better than good, and good respectively. A method of citing references is used in which the title of the specific material about which the annotation is written and the title of the larger volume containing that material are differentiated through capitalization and underscoring. An arbitrary signal system using capital letters arranged to the left of each annotation enables the user with specialized interests to locate items. The bibliography lists documents that deal with problems in human interaction due to differences in cultural background and specifically those that relate cross-cultural differences to the educational process in a school setting. Among the topics dealt with are language and linguistics, bilingual education, pre- and inservice education, nonverbal education, visual perception, cultural patterns, testing non-mainstream children, and international exchange programs. (AM)

-70-

- AN - ED132620
 CHAN- CS501563
 TI - Teaching Intercultural Communication on the Community College Level
 AU - Hamilton, Cheryl R.
 SO - (1976); 20pp
 - R1E77MAY
 AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
 NO - Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, December 27-30, 1976)
 DT - S (Speeches)
 IT - *Communication (Thought Transfer); *Community Colleges; Course Content; Course Descriptions; *Course Organization; Curriculum Development; Educational Administration; Grading; Higher

- Education: *Intercultural Programs: Junior Colleges
- ST - *Intercultural Communication
- AB - Although intercultural-communication courses are increasing in universities in this country, very little interest in these courses is displayed on community college campuses. This paper presents and discusses procedures for community colleges to develop an effective course in intercultural communication. Consideration is given to the initial planning stage (where to start, an appropriate vehicle for offering the course, who should teach the course, and interdisciplinary approaches); course content (determining the type of course, general course content, interpersonal or historical approach, interracial or international approach, cognitive input or experiential activity, and method for determining grades); and administrative and student support. A bibliography is included. (JM)

-71-

- AN - ED125013
- CHAN- CS501419
- TI - Phonetic Science, Intercultural Communication and the Right of Man to Communicate
- AU - Harms, L.S.
- SO - (1975): 24pp
- R1E76NOV
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
- NO - Paper prepared for the special edition of "Communication, Journal of the Communication Association of the Pacific" compiled for the C.A.P. Convention (Kobe, Japan, June 1976)
- IT - Bilingual Students: *Communication (Thought Transfer); Cross Cultural Studies: *Cultural Exchange; Higher Education: *Interaction Process Analysis; Intercommunication: Japanese; *Japanese American Culture; Language Research: *Phonetic Analysis; Phonetics
- AB - When phonetic science is extended from an individual to a dyadic system base, it acquires relevance to intercultural communication. A study examining the ability of sixteen Japanese American bilingual communicators to be understood in a situation of stressful aural interference establishes the upper limit for training in pronunciation. An approach designed to modify the dialect of college-age adults living in a multilingual community is also based on the dyadic model. Characterization of the patterns of intercultural communication in terms of dyadic phonetic patterns, such as time-imbalance, switching pause, and mismatch analysis, provides a focus for more detailed analysis of international relationships. As phonetic science becomes important to intercultural communication, it assumes the potential for making contributions to worldwide communication needs. (KS)

INTERCULTURAL COMMUNICATION

-72-

- AN - ED011103
 CHAN- AC000448
 TI - THE DESIGN OF CROSS-CULTURAL TRAINING, WITH EXAMPLES FROM THE PEACE CORPS
 AU - HARRISON, ROGER; HOPKINS, RICHARD L.
 OS - National Training Labs. Inst. for Applied Behavioral Science, Washington, D.C.
 SO - (1966); 61pp
 - DH666700
 AV - EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.(2 MF).
 NU - Report: 2
 IT - *Cross Cultural Training; Cultural Differences; Educational Environment; Intercultural Programs; International Education; *Program Development; *Teaching Methods; Universities; Volunteer Training
 ST - DISTRICT OF COLUMBIA; PEACE CORPS; PUERTO RICO
 AB - IN THREE ARTICLES ON THE DESIGN OF CROSS-CULTURAL TRAINING WITH EXAMPLES FROM THE PEACE CORPS, HARRISON POINTED OUT THE INAPPLICABILITY OF THE CURRENT TRAINING FOR OVERSEAS SERVICE, DISSENTING THE RELATIONSHIP BETWEEN ITS ENDS AND MEANS. HE ARGUES THAT THE METHODS OF HIGHER EDUCATION ARE NOT APPLICABLE TO THE SITUATION WHICH REQUIRES THE ABILITY TO ADAPT TO UNFAMILIAR AND AMBIGUOUS SOCIAL SITUATIONS. TRAINING DESIGNED ONLY FOR UNDERSTANDING IS NOT ENOUGH. IT MUST REQUIRE THE PERSON TO EXPERIENCE EMOTIONAL IMPACT OF PHENOMENA WITH WHICH HE IS TO DEAL AND TO TRANSLATE IDEAS AND VALUES INTO DIRECT ACTION, WITH RISKS. HOPKINS STATES THAT THE TRAINEE HAS NOT REALLY BEEN TRAINED FOR THE LIFE IN THE PEACE CORPS AND THEN SUGGESTS THAT IT IS NECESSARY TO WORK TOWARD THE CREATION OF AN ENVIRONMENT WHICH WILL REWARD CREATIVITY. IN HIS SECOND PAPER, HOPKINS DESCRIBES A SUCCESSFUL TRAINING PROGRAM AT CAMP CROZIER, PUERTO RICO, IN WHICH THE EFFORTS OF THE TEACHERS WERE DIRECTED TOWARD ACTIVATING A TRAINEE'S WILL TO LEARN AND TOWARD CREATING AN ENVIRONMENT TO SUSTAIN SPONTANEOUS LEARNING. THIS DOCUMENT IS ALSO AVAILABLE FROM THE NATIONAL TRAINING LABORATORIES, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036, FOR \$3.00. (SM)

-73-

- AN - ED130365
 CHAN- CS501536
 TI - New Research in Communication Theory: A Summary
 AU - Haun, Martha J.
 SO - (1976); 19pp
 - R1E77MAR
 AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
 NO - Paper presented at the Annual Meeting of the Texas Speech Communication Association (Austin, Texas, October 1976)
 DT - S (Speeches)
 IT - Bibliographies; *Communication (Thought Transfer); *Communications; *Information Theory; Intercommunication;

- Literature Reviews; Media Research; Organizational Communication
- AB - Recent studies in communication theory are outlined and briefly discussed. Categories of research included are information systems, interpersonal communication, mass communication, organizational communication, intercultural communication, political communication, instructional communication, and health communication. Except for the area of health communication, all of these areas seem to be expanding. A trend was found toward attempts to build meaningful theories of communication, rather than borrowing theories from other disciplines. (AA)

-74-

- AN - ED070121
 CHAN- CS500064
 TI - The Value System--A False Prophet for Intercultural Communication
 AU - Holladay, Howard P.
 SO - (Nov 1972); 13pp
 - R1E73APR
 AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
 NO - Paper presented at the Convention of the Western Speech Communication Association (Honolulu, Nov. 18-21, 1972)
 IT - *Communication (Thought Transfer); *Cross Cultural Studies; *Cultural Context; Culture Conflict; *Ethnic Groups; Human Relations; Intergroup Relations; Mexican Americans; Personal Values; *Social Values
 ST - *Intercultural Communication
 AB - The author questions the applicability of a value-system-contrast approach to intercultural communication. His two main reservations involve the deprivation and validity of value sets themselves and the potential dangers encounterable in using values as a guide to intercultural communication. Firstly, the non-scientific methods employed in compiling and categorizing value systems themselves, and the difficulty of determining the cause of particular values that are also constantly changing, contribute to the questionable validity of value systems which are externally and/or politically derived. Secondly, reliance on preconceived value sets as intercultural communication variables or guides may result in desensitization of the communicator who uses them and creation of an environment for self-fulfilling prophecy based on false interpretation. The author examines value set categorizations of Mexican-Americans in light of value system theory and intercultural communication. (Author/LG)

-75-

- AN - ED136318
 CHAN- CS501644
 TI - Suggestions for the Study of Intercultural Communication
 AU - Holmes, Barbara J.
 SO - (Nov 1976); 34pp
 - R1E77AUG
 AV - EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.(1 MF).

- NO - Paper presented at the Annual Meeting of the Western Speech Communication Association (47th, San Francisco, November 1976)
- DT - 5 (Speeches)
- IT - *Communication (Thought Transfer); *Cross Cultural Studies; *Cultural Differences; *Cultural Interrelationships; Higher Education; *Information Theory; Models
- ST - *Intercultural Communication
- AB - This paper suggests that communication theorists and other concerned scholars rechart the direction for study of intercultural communication. It is counterproductive to focus attention solely on discrete and often fragmentary differences between cultures; an approach is required which will permit the recognition of cultural similarities as well. A holistic frame of reference is necessary for conceptualizing the relationships between humans and culture, and between culture and communication. Models are presented that depict culture as an open system which comprises three subsystems: technological, sociological, and ideological. A definition is advanced which explicitly links communication and culture and which demonstrates that communication is the ingredient that binds humans and culture. A focus for research and study based on this theory is also defined. (Author/KS)

-75-

- AN - ED051068
- CHAN- 50001445
- TI - Communique, Newsletter of Intercultural Communications Programs, Volume 1, Number 5
- AU - Hoopes, David, Ed.
- OS - Pittsburgh Univ., Pa. Regional Council for International Education.
- SO - Jun 1971; 4pp
- R1E71SEP
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF). Regional Council for International Education, 1101 Bruce Hall, University of Pittsburgh, Pittsburgh, Pennsylvania 15213
- IT - *College Programs; Communication Skills; Comparative Education; *Cross Cultural Training; Educational Trends; Foreign Culture; Foreign Students; Higher Education; Human Relations Programs; *Intercultural Programs; Intergroup Education; *International Education; *Newsletters; Program Descriptions
- ST - Regional Council for International Education
- AB - The goal of the Council is to bring about a global perspective on the campuses of its member institutions and the nation through cooperative programs and the sharing of resources to generate new ideas in such areas as: study abroad, foreign students, faculty development and exchange, and cultural sensitivity. Accordingly, the purpose of this monthly newsletter is to disseminate information on cross cultural or intercultural communications programs in higher education, usually describing workshop programs, seminars, special courses, research activities, also intergroup training techniques. Announcements are also made of publications and conferences. Those interested in receiving the

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newsletter regularly should request that their name be placed on the mailing list; back issues are still available. (Author/USB)

-77-

- AN - ED068424
 CHAN- S0004887
 TI - Readings in Intercultural Communication, Volume II
 AU - Hoopes, Davis S., Ed.
 OS - Pittsburgh Univ., Pa. Regional Council for International Education.
 SO - Jun 1972; 192pp
 - RIE73FEB
 AV - EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.(2 MF).
 IT - *College Programs; Communication Skills; Cross Cultural Studies; *Cross Cultural Training; *Cultural Awareness; *Culture Conflict; Culture Contact; Foreign Culture; Foreign Students; *Intercultural Programs; Intergroup Education; International Education; Program Descriptions; Workshops
 ST - *Intercultural Communication
 AB - The second volume contains five articles on the theory of culture conflict, four perspectives on intercultural communications workshop programs, and seventeen syllabi courses on or related to intercultural communications in higher education. This volume attempts to bring about a more worldly perspective in universities and in the nation itself. The articles on theory deal primarily with culture shock in relation to problems of adjustment in a new cultural environment, cross cultural learning experiences, learning processes in an intercultural setting, difficulties in interpersonal communication, and Informant-Interaction training in the foreign language classroom. Practical exercises, ideas, and resources are given for those concerned with developing college cultural sensitivity programs in the second part of the publication. The last section outlines existing intercultural communication college programs dealing with problems and processes of culture change due to culture contacts and thereby describes ways in which to help students develop intercultural communication skills. Also listed in the program descriptions are student activities, texts, and supplemental bibliographies. (SJM)

-78-

- AN - ED085801
 CHAN- CS500539
 TI - Is Deprivation Linguistic? Suggested Changes for Teacher Training Programs Concerned with Black English
 AU - Hopper, Robert
 SO - (Nov 1973); 1pp
 - RIE74MAY
 AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(9 MF).
 NO - Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973)

- IT - *Black Dialects: Communication (Thought Transfer): Communication Skills: Language Research: Language Usage: Linguistics: *Nonstandard Dialects: *Social Dialects: Socioeconomic Influences: Sociolinguistics: *Speech Instruction: *Speech Skills: Teacher Education: Teaching Techniques
- ST - *Black English
- AB - The approach to the study of black English usage that is based on a theory of linguistic differences between blacks and whites is inadequate, because it ignores the socioeconomic aspects of dialects. It does not resolve the problems that exist in schools for students who use black English regularly. The issue is made more complex since linguistics disagree about the nature of black English, who uses it, and the aims and strategies of instruction most suitable for those speakers. Teacher training programs should be based on a "social-contextual" approach to communication. Students should be taught to be eloquent in varied communication situations. Further, all speakers of English, in spite of wide varieties of dialect, share a basic common written language, and linguistic differences are a result of social and cultural differences in all segments of English-speaking societies. Teachers should seek understanding of the various backgrounds and value systems that form the contexts of individual communication situations. (RN)

-79-

- AN - ED074564
- CHAN- CS500222
- TI - Modern Trends in Persuasion in Business and Industry
- AU - Howell, William S.
- SO - Apr 1973; 8pp
- R1E73AUG
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
- NO - Paper presented at the Annual Convention of the Central States Speech Association (Minneapolis, April 1973)
- IT - Business Administration: *Business Education: *Communication (Thought Transfer): *Industry: *Information Theory: Interaction Process Analysis: Nonverbal Communication: *Persuasive Discourse: Verbal Communication
- AB - The author suggests that we are moving into an era where skills in persuasion are considered prerequisite to other management skills and discusses the emphasis on interpersonal communication as a continuing process that serves the purpose of making known and available to an industrial group the resources of individual human beings. He cites the "prime movers" of the new trends in persuasion, with brief statements of their principal ideas and contributions. The author concludes by outlining clues to future developments or trends: closer interaction between sales and management training; increased study of nonverbal communication; intercultural approaches to communications problems; effects of emotion on organizational operations; and increased requests for assistance to business from the academic world. (RN)

-B0-

- AN - ED135026
- CHAN- C5501610
- TI - Frontiers in Communication Curriculum: Intercultural Communication
- AU - Jain, Nemi C.
- SO - (1976); 8pp
- R1E77JUL
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
- NO - Paper presented at the Annual Meeting of the Association for Communication Administration (San Francisco, December 27-30, 1976)
- DT - 5 (Speeches)
- IT - *Communication (Thought Transfer); Courses; Cross Cultural Studies; Higher Education; *Intercultural Programs; *Speech Curriculum
- ST - *Intercultural Communication
- AB - This document outlines the nature, present status, and future directions for the teaching of intercultural communication in higher education. Main points covered in the outline include the history of the systematic teaching of intercultural communication, the scope of intercultural communication (for example, interracial or interethnic communication, minority communication and culture, crosscultural communication, or international communication), facts concerning institutions offering and students studying intercultural communication, assumptions on which intercultural communication courses are based, different approaches to such courses, the prospects for these courses in the near future, and suggestions for future directions of intercultural communications courses. (JM)

-B1-

- AN - ED109727
- CHAN- C5501097
- TI - Present Status of the Communication Discipline in India
- AU - Jain, Nemi C.
- SO - (1974); 9pp
- R1E75DEC
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
- NO - Paper presented at the Annual Meeting of the International Communication Association (New Orleans, April 1974)
- DT - 5 (Speeches)
- IT - *Communication (Thought Transfer); Communication Skills; Elementary Secondary Education; Higher Education; Language Arts; *Language Instruction; Speech Curriculum; *Speech Education; *Speech Instruction
- ST - *India; Status Reports
- AB - An understanding of the present status of the teaching of communication in India is necessary to facilitate both the discipline's growth and the intercultural communication among scholars concerning communication education. Primary schools do not teach communication courses, and secondary schools include only a minimal amount of communication education, although both kinds of schools provide cocurricular and extracurricular

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communication activities. At the university level, there are no independent departments of communication or speech, but some communication topics are taught as part of other subjects or curricula, specifically agricultural extension or extension education journalism or mass communication. English and other Indian languages, and the teaching of languages. (JM)

-82-

- AN - ED111038
 CHAN- CS501107
 TI - Intercultural Communication and Teacher Education: Proceedings of the Conference Held at the University of Wisconsin-Milwaukee, September 19-20, 1974
 AU - Jain, Nemi C., Ed.; Cummings, Richard L., Ed.
 OS - Milwaukee Urban Observatory, Wis.
 SO - (1975)
 - R1E76JAN
 AV - EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage
 NO - Figures on p. 16 may have poor reproducibility
 DT - P (Proceedings)
 IT - *Conference Reports; Cultural Awareness; Cultural Factors; *Educational Programs; Elementary Secondary Education; Human Relations; *Intercommunication; *Intercultural Programs; Objectives; Teacher Attitudes; *Teacher Education
 AB - The conference, the proceedings of which are reported in this document, was designed to provide a forum for the exploration of goals, programs, and prospects for intercultural communication and human relations dimensions of teacher education. The first part of the proceedings consists of the welcoming remarks, the keynote address, and a discussion of the need for intercultural communication training for teachers. The second part is a report of the symposium and discussion on human relations training codes and the prospects for such codes in four midwestern states, while the third section contains a presentation and related dialogue concerning specific concepts and techniques for intercultural communication training for teachers. The fourth part is a report of the symposium and discussion of specific human relations training programs in three teacher education institutions in Wisconsin. Also included are an evaluation of the conference and appendixes listing conference resource persons, conference participants, materials distributed or displayed at the conference, and additional background materials. (JM)

-83-

- AN - ED137888
 CHAN- CS501704
 TI - The Camelia Report: A Study of Technical Alternatives and Social Choices in Teleconferencing. Report R-37
 AU - Johansen, Robert; And Others
 OS - Institute for the Future, Menlo Park, Calif.
 SPO - Charles F. Kettering Foundation, Dayton, Ohio.

- SO - Feb 1977: 187pp
- RIE77SEP
- AV - EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage. (2 MF).
- DT - R (Research & Technical Reports)
- IT - *Communication Problems; Communications; *Computers; International Relations; *Telecommunication; *Video Tape Recordings
- ST - *Intercultural Communication
- AB - The first part of this report discusses the technical capabilities and evaluates the usefulness of audio, video, and computer-based teleconferencing to date. In addition, face-to-face conferencing is compared to teleconferencing. The second part presents eight scenarios--two for each medium--in which the same cast of characters communicates bilingually in an international meeting about an impending drought in the imaginary country Camelia. The purpose of the scenarios is to illustrate both effective and ineffective uses of audio, video, and computer teleconferencing and face-to-face communication in small groups. After each pair of scenarios, an analysis traces the links between events in the scenarios and the medium strengths and weaknesses which inspired them. Included are a summary of social evaluations of teleconferencing, a catalog of representative systems for teleconferencing, and a bibliography. (LL)

-B4-

- AN - ED016432
- CHAN - FL000673
- TI - FOREIGN LANGUAGE TEACHING--IDEALS AND PRACTICES. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES. 1964
- AU - JONES, GEORGE FENWICK, ED.
- SO - (1964); 1pp
- CUMREPT
- AV - Document Not Available from EDRS.
- IT - Articulation (Program); *College Language Programs; *Conference Reports; Course Objectives; *Fles Programs; Instructional Improvement; Language Programs; Language Skills; Program Content; Program Effectiveness; Program Evaluation; *Program Improvement; Program Proposals; Research Committees; *Secondary Schools; Supervisors
- ST - FLES OBJECTIVES: NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES
- AB - THE REPORTS OF THE WORKING COMMITTEES OF THE 1964 NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES RELATE TO THE PRACTICES INVOLVED IN IDEAL ELEMENTARY, SECONDARY, AND HIGHER EDUCATION LANGUAGE PROGRAMS. INCLUDED IN THE REPORT ON FLES PROGRAMS, DEVELOPED BY CONRAD J. SCHMITT AND HIS COMMITTEE, ARE DISCUSSIONS OF FLES MATERIALS AND METHODS, QUALIFIED TEACHERS, CONTINUING PROGRAM ARTICULATION, THE MAINTENANCE OF SEPARATE STUDY TRACKS FOR FLES STUDENTS IN SECONDARY SCHOOLS, FOREIGN LANGUAGE SUPERVISORS, AND COOPERATIVE AND INTERESTED SCHOOL ADMINISTRATION. MILTON R. HAHN'S GROUP RECOMMENDS THE CONTINUED DEVELOPMENT OF ALL FOUR LANGUAGE SKILLS, WITHOUT DISPROPORTIONATE

EMPHASIS ON ANY ONE, IN A LONGER SEQUENCE OF STUDY AT THE SECONDARY SCHOOL LEVEL. ALSO DISCUSSED IS THE POSSIBILITY NOT ONLY OF GREATLY IMPROVING INTERPERSONAL COMMUNICATION AND INTERCULTURAL PERFORMANCE WITH SUCH AN IDEAL PROGRAM, BUT ALSO OF EFFECTIVELY FURNISHING THE PREREQUISITES FOR THE ACHIEVEMENT OF HUMANISTIC AIMS. BASED ON A SEVERE INDICTMENT OF PRESENT UNDERGRADUATE PROGRAMS, THE REPORT OF THE THIRD COMMITTEE, HEADED BY ROGER L. HADLICH, RECOMMENDS (1) THE CLEAR DISTINCTION BETWEEN "SKILL" AND "CONTENT" COURSES, (2) AN INTENSIVE PROGRAM FOR STUDENTS BEGINNING A LANGUAGE IN COLLEGE, (3) COURSE FLEXIBILITY THAT PERMITS MAXIMUM ATTENTION TO INDIVIDUAL NEEDS, (4) A 4-SKILL PROFICIENCY REQUIREMENT FOR ADMISSION TO COLLEGE LITERATURE COURSES, (5) A MASTERWORKS COURSE AS THE FIRST LITERATURE COURSE, (6) AN UNDERGRADUATE MAJOR PROGRAM THAT CONCENTRATES ON EITHER LANGUAGE, LITERATURE, OR AREA STUDIES, AND (7) A METHODS COURSE FOR PROSPECTIVE SECONDARY SCHOOL TEACHERS. THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 64 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N.Y. 10011. (AB)

-85-

AN - ED016441

CHAN- FLO00734

TI - FOREIGN LANGUAGE LEARNING, A BEGINNING NOT AN END

AU - KNOLL, SAMSON B.

OS - Foreign Language Association of Northern Calif., Inc.

SO - DEC1967: 4pp

- CUMREPT

AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. (1 MF).

IT - *Communication (Thought Transfer); Cross Cultural Training;
*Cultural Awareness; *Cultural Context; *Cultural Exchange;
Foreign Culture; Integrated Curriculum; Language Skills;
Objectives; Pattern Drills (Language); *Second Language Learning;
Study Abroad

AB - COMMUNICATION, THE GOAL OF FOREIGN LANGUAGE LEARNING, CANNOT BE ACHIEVED MERELY BY THE DEVELOPMENT OF LINGUISTIC SKILLS. FOR THAT IS ONLY THE BEGINNING OF COMMUNICATION. LANGUAGE CONSISTS OF SPEECH PATTERNS WHICH CAN BE LEARNED THROUGH PATTERN DRILLS, BUT BECAUSE LANGUAGE CANNOT BE SEPARATED FROM ITS CULTURE, THE DRILLS MUST BE DRAWN FROM THE CULTURAL CONTEXT IN WHICH THE LANGUAGE IS SPOKEN. THE ULTIMATE GOAL OF LANGUAGE LEARNING MUST BE INTERCULTURAL COMMUNICATION, AN UNDERSTANDING AND APPRECIATION OF OTHER CULTURES, AND AN AWARENESS OF HOW THE CULTURE OF A COUNTRY CAN BE COMMUNICATED THROUGH ITS LANGUAGE. ON ALL LEVELS, FROM ELEMENTARY SCHOOL ON, CULTURAL CONTEXT MUST BE INFUSED IN LANGUAGE LEARNING, AND LANGUAGE AND CULTURAL STUDIES SHOULD BE INTEGRATED. EVEN OUR IDEAS ABOUT STUDY ABROAD SHOULD BE QUESTIONED TO SEE IF LEARNING REALLY CAN TAKE PLACE IN THAT KIND OF COLLECTIVE AND ORGANIZED WAY. THIS SPEECH WAS DELIVERED AT THE CTA CURRICULUM CONFERENCE, FOOTHILL COLLEGE, OCTOBER 7, 1967, AND WAS PRINTED IN THE "NORTHERN CALIFORNIA FOREIGN LANGUAGE NEWSLETTER," VOLUME 16, NUMBER 63, DECEMBER 1967, PAGES 8-11. (AS)

-86-

AN - ED079213
 CHAN- S0006027
 TI - A Cultural Self-Awareness Approach to Improving Intercultural Communication Skills
 AU - Kraemer, Alfred J.
 OS - Human Resources Research Organization, Alexandria, Va.
 SPO - Office of the Chief of Research and Development (Army), Washington, D.C.
 SO - Apr 1973; 17pp
 - R1E73NOV
 AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
 NO - Paper presented at the Annual Meeting of the International Studies Association (New York, March 15-17, 1973)
 IT - Activity Learning; Behavior Patterns; Bibliographic Citations; *Communication Skills; Comparative Analysis; Cross Cultural Studies; *Cross Cultural Training; *Cultural Awareness; Cultural Differences; *Cultural Education; Cultural Images; Culture Contact; Educational Programs; Human Geography; Social Sciences; Sociocultural Patterns; Speeches
 ST - *International Studies Association
 AB - Communication between persons of differing cultural backgrounds can be hindered by culturally-conditioned assumptions that they make about each other's cognitions. An exercise was designed to reduce this effect through increased cultural self-awareness. It involves participants in analyzing video recordings of staged "excerpts" from intercultural dialogues that contain subtle manifestations of cultural influence, while noncultural influences are being varied from excerpt to excerpt. In each sequence the cultural influence is a common element gradually brought into focus. (Author)

-87-

AN - ED129682
 CHAN- S0009457
 TI - Development of a Cultural Self-Awareness Approach to Instruction in Intercultural Communication. Technical Report 73-17
 AU - Kraemer, Alfred J.
 OS - Human Resources Research Organization, Alexandria, Va.
 SPO - Office of the Chief of Research and Development (Army), Washington, D.C.
 SO - Jul 1973; 66pp
 - R1E77FEB
 AV - EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.(1 MF).
 NO - For a related document, see SO C09 458
 NU - Report: HumRRO-TR-73-17; Contract: DAHC-19-73-C-0004
 DT - R (Research & Technical Reports)
 IT - Adult Education; Bias; *Communication Problems; *Communication Skills; *Cultural Awareness; Cultural Background; Cultural Differences; Cultural Interrelationships; *Cultural Traits; *Foreign Culture; Instructional Programs; Intercultural Programs; Oral Communication; Program Development; Self Evaluation;

*Teaching Techniques

- AB - This report describes development of an exercise designed to improve intercultural communication skills. The exercise is intended for use in instructional programs that prepare Americans for work in a foreign cultural environment. When persons of differing cultural backgrounds attempt to communicate with each other, each makes unwarranted, culturally conditioned assumptions about the other person. This makes communication difficult. An exercise was designed to reduce this effect through increased cultural self-awareness. Participants analyze videotapes of staged "excerpts" from intercultural dialogs that contain subtle manifestations of cultural influences that are present in American society. The participants learn how to recognize such manifestations. To facilitate this difficult process, the excerpts are grouped into sequences with each sequence showing several manifestations of the same cultural influence while noncultural influences are varied from excerpt to excerpt. In each sequence, the cultural influence is a common element that is gradually brought into focus. Scripts for 138 excerpts, grouped into 21 sequences, are presented in an appendix. (Author/ND)

-88-

- AN - ED129683
 CHAN- 50009458
 TI - Workshop in Intercultural Communication: Handbook for Instructors. Technical Report 74-13
 AU - Kraemer, Alfred J.
 OS - Human Resources Research Organization, Alexandria, Va.
 SPO - Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
 SO - Jun 1974; 79pp
 - R1E77FEB
 AV - EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.(1 MF).
 NO - For a related document, see SO 009 457
 NU - Report: HumRRO-TR-74-13; Contract: DAHC-19-73-C-0004
 DT - R (Research & Technical Reports)
 IT - Adult Education; Bias; Communication Problems; Communication Skills; Cultural Awareness; Cultural Background; Cultural Differences; Cultural Interrelationships; Cultural Traits; Evaluation Methods; Foreign Culture; Intercultural Programs; Oral Communication; Self Evaluation; Teaching Guides; Workshops
 AB - This handbook provides detailed guidelines for conducting the exercise described in SO 009 457 as a workshop on intercultural communication. The objective of the workshop is to improve participant skill in intercultural communication by increasing the ability to recognize cultural influences in participants' own thinking. Aspects of conducting the workshop that are described in the handbook include (1) knowing participants' backgrounds, (2) explaining the objective of the workshop, (3) describing the workshop exercise to participants, (4) preparing participants for the exercise, (5) following instructional procedure during the exercise, and (6) handling participant resistance to the learning process. A guide to the scripts of the videotaped dialogs used in

the workshop exercise indicates specific aspects of an American's utterances that reflect cultural influence which is common to all excerpts in a sequence, clues about utterances of the foreign culture, and examples of how cultural influences manifest themselves in most sequences. Also provided in the handbook are methods for evaluating the workshop, such as a cultural self-awareness test designed to measure ability to recognize cultural influences in one's own thinking. Data obtained from an evaluation of an abbreviated version of the workshop are included for comparison. (Author/ND)

-89-

- AN - ED037146
- CHAN- FL001653
- TI - Teaching for Cross-Cultural Understanding
- AU - Ladu, Tora Tuve
- SO - 6 Oct 1969; 15pp
- R1E70JUL
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
- NO - Address prepared for Secondary Symposium II, and given at pre-conference workshop, Indiana University, Bloomington, Indiana, on October 6, 1969
- IT - *Cross Cultural Studies; Cross Cultural Training; Cultural Awareness; Cultural Context; Cultural Education; Cultural Traits; Culture; Curriculum Development; Educational Objectives; Ethnology; Foreign Culture; Instructional Program Divisions; Intercultural Programs; Language Instruction; Relevance (Education); Second Language Learning; Social Values; Sociocultural Patterns; Sociology
- AB - Stating that man's intellectual and spiritual horizons need to be expanded through educational programs and approaches in cross-cultural understanding, the author claims that a greater world perspective is attained through the study of social studies, foreign language, English, fine arts, and science, particularly in interdisciplinary programs. The Whorfian hypothesis of language and culture is reviewed, citing France as an example, in a discussion of values, Relevance, communication, provincialism, ethnocentrism, world community, sociocultural context, anthropology, and formal and deep culture are concepts discussed in the address. (RL)

-90-

- AN - ED070107
- CHAN- CS500049
- TI - Perspectives on Communication: Colloquium Proceedings
- AU - Larson, Carl E., Ed.; Dance, Frank E.X., Ed.
- OS - Wisconsin Univ., Milwaukee, Speech Communication Center.
- SO - (1968); 180pp
- R1E73APR
- AV - Document Not Available from EDRS. Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 (\$4.50)

- IT - *Communication (Thought Transfer); Conflict Resolution; Information Theory; *Interaction Process Analysis; *Interpersonal Relationship; *Persuasive Discourse; Receptive Language; Research Methodology; Social Attitudes; *Social Environment
- AB - This book is a collection of fourteen papers presented at the communication colloquium of the University of Wisconsin-Milwaukee, during the 1967-68 academic year. The essays have been organized into three sections. Section I: "General Perspectives on Communication" contains presentations which are addressed to basic theoretical and conceptual issues in the field of communication theory and research. Section II: "Communication Theory and Persuasion" contains papers in which the principal focus is on the nature or study of attitudes. Section III: "Communication in Specific Interaction Contexts" contains papers which attempt to employ communication concepts to describe or explain situationally based behavior. Topics of the papers include: studies of communication and interpersonal behavior and analyses of the communication process (in Section I); approaches to audience analysis and current studies of attitude change through persuasion (in Section II); and reports on the communication process as it operates in such contexts as complex organizations, family groups, conflict situations, and intercultural situations (in Section III). (Author/RN)

-91-

- AN - ED089387
- CHAN- CS500653
- TI - A Two-Culture Validation Study of Clozentropy as a Measure of Intercultural Communication Comprehension
- AU - Lowry, Dennis T.; Marr, Theodore J.
- SO - Apr 1974; 32pp
- R1E74AUG
- AV - EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.(1 MF)
- NO - Paper presented at the Annual Meeting of the International Communication Association (New Orleans, April 17-20, 1974)
- IT - *Cloze Procedure; Communication (Thought Transfer); *Comprehension; *Cross Cultural Studies; *Information Theory; *Intercommunication; Language Research; Mutual Intelligibility; Reading Comprehension
- AB - Clozentropy procedure is a method whereby researchers pretest messages to determine their levels of comprehensibility among given audience members. It is often used to measure the English language proficiency of foreign students. The procedure utilizes a passage of prose from which words are deleted on either a random or systematic basis and replaced with blanks. Subjects fill in the blanks with what they feel are the words the author used, and their responses are compared with those agreed upon by a standard criterion. In one experiment the subjects were Filipinos with both low-level and high-level education and both low and high degrees of familiarity with the subject of the message. The content variables were difficulty level and idiosyncrasy level. Results indicated that the level of education accounted for more variance in comprehension than did the

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Idiosyncrasy level. Results of the study support the premise that the clozentropy procedure is a valid and sensitive method of measuring communication comprehension. (RN)

-92-

AN - ED126878

CHAN- IR003791

TI - Intercultural Communication Processes in Libraries. Proceedings of the HEA Title II-B Institute (Austin, Texas, June 6-19, 1976)

AU - Lukenbill, W. Bernard, Ed.

OS - Texas Univ., Austin, Graduate School of Library Science.

SPO - Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

SO - Jul 1976; 68pp

- R1E76DEC

AV - EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.(1 MF).

LPA - 52 (Library R&D, PL 89-320, Title II-B)

DT - P (Proceedings)

IT - Behavior Change; Bibliographies; Communication Skills; *Cultural Differences; Evaluation; Human Relations; *Institutes (Training Programs); Intercultural Programs; Interpersonal Competence; Librarians; *Library Education; Minority Groups; Nonverbal Communication; Program Descriptions; Role Playing; *Sensitivity Training; Verbal Communication

AB - A two-week institute was developed to provide librarians and library educators with the opportunity to expand their knowledge of the theory and practice of intercultural communication processes in library environments. The program included verbal and non-verbal behavior, value and perceptual differences among minority cultures, life assumptions, and personal and group identification. Participants were given opportunities to evaluate their own personal behavior through experience-based laboratory activities constructed to illustrate intercultural communication patterns. Both inservice and formal methods for teaching basic concepts of intercultural communication processes to practicing librarians and library students were designed and discussed by the participants. The institute consisted of lectures, group discussions, experience-based learning, demonstrations, and independent study-all supervised by the full-time teaching staff. Included in the document are goals and objectives, program outline and plans, bibliographies, lists of staff and participants, information on facilities and resources used and an evaluation instrument. (Author/LS)

-93-

AN - EDO17928
CHAN- AL001210
TI - PREPARING ENGLISH TEACHERS ABROAD--THE NATIVE ENGLISH SPEAKER AND
THE NON-NATIVE ENGLISH SPEAKER
AU - MARQUARDT, WILLIAM F.
SO - 3NOV:967; 7pp
- CUMREPT
AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
IT - *Cross Cultural Training; Educational Attitudes; *English (Second
Language); Intercommunication; Intercultural Programs; Language
Teachers; *Multilingualism; *Teacher Education
ST - TESOL
AB - THE COUNTRIES REPRESENTED AT THE TENTH INTERNATIONAL CONGRESS OF
LINGUISTICS AT BUCHAREST AND THE SIXTH INTERNATIONAL CONGRESS OF
PHONETIC SCIENCES AT PRAGUE WERE WIDELY VARIED IDEOLOGICALLY. BUT
THE MAJORITY OF THE PAPERS PRESENTED AT THESE 1967 CONFERENCES
WERE IN A COMMON LANGUAGE--ENGLISH. WHILE THE PAPERS REFLECTED
LITTLE CONCERN ABOUT THE TEACHING OF ENGLISH AS A SECOND
LANGUAGE, A FEW INDICATED AN AWARENESS OF CERTAIN ASPECTS OF
LANGUAGE BEHAVIOR THAT HAVE A BEARING ON LANGUAGE TEACHING AND
THE TRAINING OF TEACHERS OF ENGLISH AS A SECOND LANGUAGE. THE
POTENTIAL MARKET FOR THIS TRAINING IS VAST--THERE ARE, FOR
INSTANCE, MORE THAN 66,000 OFFICIALLY DESIGNATED
NON-NATIVE-SPEAKING ENGLISH TEACHERS IN JAPAN ALONE, AND
APPROXIMATELY 45 MILLION STUDENTS OF ENGLISH IN RUSSIAN SCHOOLS.
THE SITUATIONS IN WHICH ENGLISH IS TAUGHT ARE LARGELY
MULTI-LINGUAL AND NECESSITATE SPECIAL TRAINING. SUCH TRAINING
MUST DEVELOP (1) ATTITUDES THAT WILL AID IN CROSS-CULTURE AND
INTER-GROUP COMMUNICATION, (2) UNDERSTANDING OF THE PURPOSES AND
COMPLEXITIES OF COMMUNICATION, (3) SKILLS TO FIND AND USE
CONTRASTIVE AND SOCIO-LINGUISTIC ANALYSES, AND TO SELECT AND
TEACH MATERIALS APPROPRIATE FOR MULTI-LINGUAL SITUATIONS, AND (4)
HABITS OF OBSERVING AND UTILIZING CROSS-CULTURE INTERACTION. THIS
PAPER WAS PRESENTED AT THE NATIONAL COUNCIL OF TEACHERS OF
ENGLISH CONFERENCE, NOVEMBER 1967, HONOLULU, HAWAII. (AMM)

-94-

AN - ED099915
CHAN- CS500910
TI - Relating International and Intercultural Communication
AU - Merchant, Jerrold J.
SO - (Nov 1974); 19pp
- R1E75MAY
AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
NO - Paper presented at the Annual Meeting of the Western Speech
Communication Association (Newport Beach, California November
1974)
DT - S (Speeches)
IT - *Communication (Thought Transfer); *Communication Problems;
*Concept Formation; *Definitions; Higher Education;
*Intercommunication

- ST - Intercultural Communication: *International Communication
- AB - In order to have more utility as constructs, international and intercultural communication must be redefined and interrelated. International communication is any symbolic interaction among people of different nation states. This definition rules out all communication which does not pass across national boundaries, but includes all social messages that do. Intercultural communication differs from international communication in its cultural base. That is, it is concerned with that communication among people of different cultures in which the culture is a determining factor in the form or content of the communication. A visual model orders the relationships among four types of communication: international communication, international political communication, intercultural communication, and international cultural communication. Communicologists must take the responsibility for providing a common meeting ground for other disciplines in the study of communication. (TS)

-95-

AN - ED128543

CHAN- UDO16463

TI - Modifying the Small Group Experience for Multi-Cultural America. Working Paper Series, Number 7

AU - Montalto, Nicholas V.

OS - American Jewish Committee, New York, N.Y. Inst. on Pluralism and Group Identity.

SO - May 1975; 13pp

RIE77JAN

AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF). Institute on Pluralism and Group Identity, 165 East 56th Street, New York, N.Y. 10022 (\$0.75; Quantity prices on request)

DT - R (Research & Technical Reports)

IT - American Culture: *College Students; Communication Problems; Cultural Background; Cultural Differences; Cultural Environment; Cultural Interrelationships; *Cultural Pluralism; Ethnic Grouping; *Ethnic Groups; Group Activities; Group Behavior; *Group Discussion; Group Norms; *Group Relations; Higher Education; Historical Reviews; Minority Groups; Program Descriptions; Social Sciences

ST - *Minnesota; *Minnesota Project on Ethnic America

AB - The Minnesota Project on Ethnic America inaugurated an experimental program to explore the problems of a culturally diverse college population in a small setting. The program utilized techniques borrowed from related programs and reflects recent social sciences findings on the continued impact of the ethnic factor in American society. The project's Workshop on American Pluralism established a number of innovative precedents in the contemporary movement to make American education more responsive to the cultural needs and new assertiveness of minority groups in American society. This essay sketches the scope of this undertaking and, at the same time, places the program in both its historical context and philosophic framework. This program provides a small group experience for a selected

cross-section of Americans from diverse ethnic, religious, regional, and social backgrounds. Ethnicity and other collective identities are assumed to be important factors that generate differences in attitude and outlook among Americans. Consistent with this fundamental assumption, the program aims to increase the number the range of cultural differences within each workshop group. Among the topics discussed are the following: the origins and forerunner of the Minnesota program, the importance of analyzing each individual's particular communication style, and the reexamination of the rules that come to govern different cultural groups. (Author/AM)

-96-

- AN - ED003984
- CHAN- TM003840
- TI - Statewide Community Participation in Needs Assessment
- AU - Moore, Vivian R.; Senungetuk, Joseph E.
- SO - Apr 1974; 15pp
- R1E74NOV
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
- NO - Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)
- DT - 5 (Speeches)
- IT - Communication Problems; *Community Involvement; *Educational Assessment; *Educational Needs; Ethnic Groups; *Intercultural Programs; School Organization; State Programs; State Surveys; Workshops
- ST - *Alaska: Cross Cultural Education Programs
- AB - The Alaska Educational Program for Intercultural Communication is developing a method of needs assessment which is unique to the state, possibly to the nation. The staff is comprised of highly creative and interculturally sentient people, all uncredentialed in evaluation. Their task has been to develop structures which foster communication where it has not previously occurred, between white school teachers and administrators, and Native parents and board members. As educational needs have been identified, working relationships have been built so that constructive action toward resolution of problems begins with the needs assessment. (Author)

-97-

- AN - ED125009
- CHAN- CS501415
- TI - Intercultural Communication
- AU - Newmark, Eileen; Asante, Molefi K.
- OS - ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
- SPO - National Inst. of Education (DHEW), Washington, D.C.
- SO - (1976); 45pp
- R1E76NOV
- AV - EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.(1 MF). Speech

Communication Association, 5205 Leesburg Pike, Falls Church, Va.
22041 (\$1.40 members, \$1.50 non-members)

- NO - Theory Into Practice (TIP) Series
- NU - Contract: 400-75-0029
- DT - G (Guides & Manuals)
- IT - Communication (Thought Transfer); Communication Problems;
*Cultural Awareness; *Cultural Differences; *Cultural Education;
Cultural Exchange; Higher Education; *Intercommunication;
*Learning Activities; Secondary Education
- AB - Human communication involves the interaction of selves, and an
intercultural encounter permits the discovery of one's own
cultural self. Participatory learning of intercultural
communication provides students with an opportunity for
involvement through analysis of their and others' perceptions.
Improvement of language fidelity, emphasis on sensitivity to
difference in others, and development of an ability to evaluate
intercultural communications. Practical applications of theory
for the classroom include exercises designed to stimulate
self-awareness, improve understanding of cultural patterns
through the study of literature, and increase perception of
varied value systems. (KS)

-98-

- AN - ED101387
- CHAN- CS500948
- TI - Scenario Role-Playing as a Means to Inter-Ethnic Communication
- AU - Nielser, Keith E.
- SO - Apr 1974; 18pp
- RIET5JUN
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
- NO - Paper presented at the Annual Meeting of the International
Communication Assn. (New Orleans, April 17-20, 1974)
- DT - S (Speeches)
- IT - Classroom Communication; Ethnic Groups; *Ethnic Relations;
*Experimental Curriculum; Higher Education; *Role Playing;
*Sociodrama; Speech Curriculum
- ST - *Intercultural Communication
- AB - A course was designed to examine the use of role playing as an
inter-ethnic communication technique to isolate community and
institutionally based ethnic problems unique to a particular
situation. Three groups were formed, each group generally
composed of 30% Anglo, 30% Black, and 30% Chicano. The
educational backgrounds of the individuals in the groups ranged
from high school freshman to masters degree level. The ages
ranged from 14 years to 52 years, and there was generally an
equal number of women and men. Isolation of the ethnic
communications problems unique to each class was obtained by use
of open-ended discussions. The groups then chose one of the
problems and fit it into a role playing scenario context using
five criteria: (1) identify the nature of the problem; (2)
identify the basic symbolic processes operating within the
problem; (3) arrange the problem and its symbolic functions into
a scenario; (4) create roles which could be enacted; and (5) use

an ethnic aide in creating communication strategies. The resultant data indicate that role playing is effective in creating more understanding of the feelings and needs of the ethnic peoples involved in inter-ethnic communication problems. (TS)

-99-

AN - ED121964

CHAN- CE006714

TI - Some Facets of Cross-Cultural Communication and Their Implications for ABE and ESL Teachers

AU - Niemi, John A.

SO - (11 Mar 1976): 1pp

- R1E76SEP

AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(15 MF).

NO - Speech presented at Northern Illinois Area Workshop: Adult and Continuing Education (Rock Island, Illinois, March 11, 1976)

DT - 5 (Speeches)

IT - *Adult Basic Education; Adult Education; Adult Educators; Adult Students; Classroom Communication; Communication (Thought Transfer); *Communication Problems; Communication Skills; Cultural Awareness; Cultural Differences; *Cultural Factors; Culture Conflict; *Disadvantaged Groups; Educational Problems; *English (Second Language); Interference (Language Learning); Language Research; Nonverbal Communication; Speech Communication; State of the Art Reviews

ST - *Cross Cultural Communication

AB - Adult educators, recognizing grade communication problems between members of middle-class society (to which most belong) and individuals from culturally different groups are attending to cross-cultural communication research. Vastly different perceptions of reality, shaped by distinctive value systems and attitudes, underlie the problems. Intersection fields of experience, necessary to communication, may be extremely limited. Nonverbal transmissions are highly susceptible to misinterpretation. Communication barriers include differences in native language, the severe language limitations the "hard core poor" suffers outside its milieu, and the unrecognized reliance of many groups on nonverbal communication. Implications for adult educators are: (1) they must understand the communication process; (2) they must realize that they perceive reality differently from their students; (3) they must respect the languages of culturally different groups; (4) they should not overlook the importance of relevant oral communication in the learning process; (5) they must be acutely aware of the nonverbal modes of communication; (6) they must understand proxemics (the study of human space needs); and (7) they must be aware of the negative implications of superordinate-subordinate communication patterns. Finally, adult educators must utilize the vast array of materials and media available to them. (Author/AJ)

-100-

- AN - EDO10468
 TI - EXPERIMENT IN DETERMINING CULTURAL CONTENT AND SURVEY OF LANGUAGE-TEACHING RESEARCH. FINAL REPORT
 AU - NOSTRAND, HOWARD L.
 OS - Washington Univ., Seattle.
 SO - JUL1964; 102pp
 - DH666700
 AV - EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.(2 MF).
 NU - Report: NDEA-VI-57; Contract: OEC-4-14-008
 LPA - 48 (Language Devel., PL 85-864, Title VI)
 IT - Bibliographies; *Cultural Awareness; *Cultural Background; Cultural Education; *French; Intercultural Programs; *Language Instruction; Language Research; Language Skills; Pretesting; *Questionnaires; Selection; Social Attitudes
 ST - SEATTLE
 AB - A TWO-PART STUDY WAS CONDUCTED TO (1) PRETEST A SURVEY INSTRUMENT DESIGNED TO IDENTIFY THOSE ASPECTS OF A PARTICULAR FOREIGN CULTURE THAT MOST NEED TO BE EXPLAINED TO LEARNERS (FOR EXAMPLE, FOREIGN LANGUAGE LEARNERS), AND (2) UPDATE A PREVIOUSLY PREPARED, ANNOTATED, INTERNATIONAL BIBLIOGRAPHY ON LANGUAGE-TEACHING RESEARCH. A QUESTIONNAIRE WAS ADMINISTERED IN PART 1 TO AMERICANS LIVING IN FRANCE. THE INSTRUMENT ELICITED RESPONSES SHOWING HOW THESE AMERICANS GENERALLY VIEWED THE FRENCH PEOPLE AND SOME OF THE TROUBLESOME ASPECTS OF THEIR CROSS-CULTURAL RELATIONSHIPS. IN ADDITION, MANY RESPONDENTS WERE INTERVIEWED TO OBTAIN ANSWERS ON ITEMS OF DETAIL. GATHERED DATA WERE COLLATED INTO CATEGORIES--(1) THE ELEMENTS OF FRENCH CULTURE WHICH ARE DIFFICULT FOR AMERICANS TO UNDERSTAND, (2) PERSONAL INCIDENTS THAT APPEARED TO BE CRUCIAL TO ADJUSTMENT TO FRENCH LIFE, AND (3) PERSONAL PERCEPTIONS OF VARIOUS DIFFERENCES BETWEEN FRENCH AND AMERICAN LIFE. DATA WERE ANALYZED, AND FINDINGS INDICATED AREAS OF COMMUNICATION AND CULTURE WHICH CONTRIBUTE TO MISUNDERSTANDING BETWEEN THE TWO WAYS OF LIFE. PART 2 OF THE STUDY BROADENED THE SCOPE OF AN EXISTING LANGUAGE-TEACHING RESEARCH BIBLIOGRAPHY (PREVIOUSLY COVERING THE TIME PERIOD 1945-61) TO INCLUDE RESEARCH ACCOMPLISHED UP TO 1964. THE UPDATED VERSION CONTAINED 891 ENTRIES. (THE BIBLIOGRAPHY, ITSELF, IS NOT INCLUDED AS PART OF THIS REPORT.) (JH)

-101-

- AN - EDO16170
 CHAN- ACC01912
 TI - HANDBOOK OF STAFF DEVELOPMENT AND HUMAN RELATIONS TRAINING. MATERIALS DEVELOPED FOR USE IN AFRICA. REVISED EDITION
 AU - NYLEN, DONALD; AND OTHERS
 OS - European Inst. for Trans-National Studies in Group and Organizational Development, Copenhagen (Denmark).; National Training Labs. Inst. for Applied Behavioral Science, Washington, D.C.
 SO - (1967); 1pp
 - CUMREPT
 AV - Document Not Available from EDRS.

- IT - Behavior Patterns; Communication (Thought Transfer); Conflict Resolution; Culture Conflict; Decision Making; Group Activities; Intergroup Relations; Interpersonal Competence; *Laboratory Training; Leadership Styles; *Management Development; *Manuals; Psychological Needs; Psychological Patterns; Rating Scales; Role Perception; Role Playing; *Sensitivity Training; T Groups; Trainers
- ST - AFRICA
- AB - A SELECTION OF EXPERIMENTALLY TESTED MATERIALS. THIS REVISED AND EXPANDED HANDBOOK IS DESIGNED FOR USE IN DEVELOPING NATIONS IN GENERAL AND IN THE EMERGING AFRICAN NATIONS IN PARTICULAR. THE FOLLOWING ASPECTS OF STAFF DEVELOPMENT AND HUMAN RELATIONS TRAINING ARE PRESENTED--TRAINING NEEDS AND CULTURAL INFLUENCES IN ENGLISH SPEAKING AFRICAN NATIONS SOUTH OF THE SAHARA, GENERAL CHARACTERISTICS OF INDIVIDUALS AND GROUPS, PSYCHOLOGICAL PHENOMENA (EXPECTATIONS, ROLES, AND SUCH), EXERCISES IN COMMUNICATION, OBSERVATION, PROBLEM SOLVING, DECISION MAKING, AND OTHER PRACTICAL HUMAN RELATIONS AREAS, USEFUL INTERGROUP ACTIVITIES INVOLVING OBSERVATION, COMPETITION, AND COLLABORATION, PRACTICAL EXERCISES IN RESOLVING INTERGROUP AND INTERCULTURAL CONFLICTS, THE ROLE AND FUNCTIONS OF T GROUP TRAINERS, AND USES BY THE TRAINER OF SUCH DEVICES AND ACTIVITIES AS GROUP EXPERIMENTS, PAIRED INTERVIEWS, ROLE PLAYING, AND RATING SCALES. ALSO INCLUDED ARE ILLUSTRATIONS, A WORKSHOP INTRODUCTION AND SCHEDULE, AND 26 REFERENCES. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL TRAINING LABORATORIES INSTITUTE FOR APPLIED BEHAVIORAL SCIENCE, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 307 PAGES. (LY)

-102-

- AN - ED127386
- CHAN- UDO16198
- TI - Ethnicity and Education: The Intercultural Dimension. Working Paper No. 5
- AU - Obermiller, Phillip J.
- OS - Urban Appalachian Council, Cincinnati, Ohio.
- SO - Oct 1974; 8pp
- R1E76DEC
- AV - EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.(1 MF). Urban Appalachian Council, 1015 Vine Street, Room 514, Cincinnati, Ohio 45202 (Price not quoted)
- NO - This document is available in microfiche only due to publisher's restriction
- DT - R (Research & Technical Reports)
- IT - Acculturation; Biculturalism; Communication Problems; *Cultural Education; Cultural Pluralism; *Educational Planning; Educational Policy; *Ethnic Groups; Ethnic Studies; Intergroup Relations; Minority Groups; *Public Education; *Public Policy; School Role; Socialization
- AB - The success of the United States as a nation has depended on establishing a common language, loyalty, and culture. To achieve functional normalcy among our citizens there has been an ongoing process of single culture socialization carried out predominantly

through systems of public schools. But whether it is necessary or desirable to establish a nonculturally differentiated mass by means of cultural conversion and absorption needs to be examined. In response to genuine cultural variety there is a new sense of pluralism which seeks to establish a condition of parity among ethnic groups. The assumption of the new pluralism is that people will be made aware of the multicultural characteristics of American life. This touches directly upon the role of the educational system of facilitating intercultural communication. The goal of our schools must be to assist people in learning self and enable them to respect others by showing the richness inherent in the different cultural senses of reality. There is a need not only for ethnic studies programs but for an ethnicity in education through which an intercultural dimension pervades the entire curriculum. (Author/UM)

-103-

AN - ED140628

CHAN- FLO08620

TI - A Model of Intercultural Communication: The Interaction of Japanese and Other Ethnic Groups in Hawaii

AU - Ogawa, Dennis M.

SO - Jul 1976; 1pp

- R1E77NOV

AV - EDR5 Price MF-\$0.83 HC-\$1.67 Plus Postage.(13 MF).

NO - Paper presented at the Philippine American Communication Conference (July 1976)

DT - S (Speeches)

IT - Bias: Changing Attitudes: Childhood Attitudes: *Cross Cultural Studies: Cultural Awareness: Cultural Differences: *Cultural Pluralism: Culture Conflict: *Culture Contact: *Ethnic Groups: Ethnic Stereotypes: Intercommunication: Japanese American Culture: *Japanese Americans: Language Attitudes: Marriage: Minority Groups: Pidgin: *Racial Attitudes: Social Attitudes: Social Discrimination: Sociocultural Patterns: Stereotypes

ST - *Hawaii: Intercultural Communication

AB - Several research studies have looked at Japanese-American interaction with other ethnic groups in Hawaii. A study by McCandless and Hoyt, "Sex, Ethnicity, and Play Preferences of Preschool Children," reveals that children in Hawaii base their choice of friends on racial distinctions. This is due, however, not to racial hostility or discrimination but to a tendency to engage in more communication with those with whom one has most in common. Vinacke, in his study, "Stereotyping Among National-Racial Groups in Hawaii," concludes that stereotyping cannot be equated with prejudice; it is more a reflection of "truth" than racial prejudice. In "Some Observations Regarding Haole-Japanese Marriages in Hawaii," Nagoshi and Nishimura note that the attitudes of Japanese-Americans are changing from almost universal objection to mixed marriages to increasing acceptance or at least tolerance. Keinecke's study "Pidgin English in Hawaii" shows that those who speak pidgin find that otherwise insurmountable obstacles can be overcome in interracial

contacts. In his study "The ILWU as a Force for Interracial Unity in Hawaii," Thompson discusses how the unified labor force which was created by the ILWU brought varied races and peoples together. It seems that Hawaii is not so much a community of racial distinction as one of cultural pluralism. (CFM)

-104-

AN - ED119269

CHAN- CS50:257

TI - Identity, Dissonance and Bilingualism: Communication Problems of Asian American Assimilation

AU - Ogawa, Dennis M.

SO - Dec 1975; 10pp

- RIE76JUL

AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).

NO - Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975)

DT - S (Speeches)

IT - *Asian Americans; *Bilingual Education; *Bilingualism; *Communication Problems; *Cultural Exchange; Cultural Factors; Cultural Pluralism; Ethnic Groups; Sociocultural Patterns

AB - A study of Asian American communication depends upon an appreciation of the diversity of identity perceptions, the potential for cultural dissonance, and the linguistic difficulties of Asian immigrants. The variations and multiplicities found among Asian Americans in cultural background, settlement patterns, and cultural adaptations of different generations are necessary determinants of interethnic racial discord and jealousies rather than harmonious dialogue and cultural interchange. The recent trend toward recognizing bilingual education as both facilitating intercultural contact and enhancing communicative skills and techniques promises a more realistic cultural pluralism. (JM)

-105-

AN - ED083877

CHAN- FL004681

TI - TESL Reporter, Vol. 6, No. 4

AU - Pack, Alice C., Ed.

OS - Church Coll. of Hawaii, Lale. English Language Inst.

SO - (1973); 20pp

- RIE74MAR

AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).

IT - Adjectives; College Curriculum; Creative Dramatics; Cross Cultural Studies; Cultural Awareness; Cultural Differences; Culture Contact; *English (Second Language); *English Curriculum; Intercultural Programs; *Language Instruction; *Reading Instruction; *Second Language Learning

AB - This issue contains the following articles: "Trends in the Teaching of Reading" by Virginia French Allen; "A Lesson in Creative Dramatics" by Eloise Hayes and Richard Via; "Some

Restrictions on Reduplication of Adjectives in English" by John T. Platt; "CCH BATESL Graduates;" and "Intercultural Communication Training: A Bridge for Human Understanding" by Kenneth E. Mann. Also included are two book reviews: "Writing as a Thinking Process" by Mary S. Lawrence, and "Improving Aural Comprehension" by Joan Morley. (HW)

-106-

AN - ED018297

CHAN- RC002387

TI - BILINGUALISM--FROM THE VIEWPOINT OF RECRUITMENT AND PREPARATION OF BILINGUAL TEACHERS

AU - PAST, RAY, AND OTHERS

SO - 04NOV1966: 19pp

- CUMREPT

AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).

IT - "Bilingualism: Bilingual Students: Communications: Concept Formation: Cultural Interrelationships: *Culturally Disadvantaged: Depressed Areas (Geographic): Economically Disadvantaged: Educationally Disadvantaged: *English (Second Language): History: Instruction: Language: Linguistics: *Mexican Americans: Reading: Second Language Learning: Skills: Spanish: Speaking: Teacher Education: Teacher Recruitment: Training: Writing

AB - THE TEACHERS OF BILINGUAL STUDENTS IN NEW MEXICO NEED ADDITIONAL TRAINING TO WORK WITH THOSE STUDENTS FROM THE LINGUISTICALLY AND CULTURALLY IMPOVERISHED AREAS OF THE STATE. THOSE TEACHERS OF ENGLISH AS A SECOND LANGUAGE MUST BE PREPARED TO COMMUNICATE INTERCULTURALLY AS WELL AS LINGUISTICALLY IF THEY ARE TO PENETRATE THE REAL WORLD OF THE MEXICAN AMERICAN. FOR THE TEACHERS TO ACQUIRE ADEQUATE SKILLS OF UNDERSTANDING, READING, WRITING, AND SPEAKING, IT WILL BE NECESSARY FOR THEM TO UNDERSTAND--(1) THE NATURE OF LANGUAGE, (2) THE NATURE AND KINDS OF INTERFERENCE FROM ONE LANGUAGE TO ANOTHER, (3) THOUGHT PROCESSES AND LANGUAGE ACQUISITION, (4) LANGUAGE AND ITS RELATION TO CONCEPT DEVELOPMENT, (5) PHONOLOGY, MORPHOLOGY, AND SYNTAX, (6) METHODS AND TECHNIQUES OF LANGUAGE INSTRUCTION, AND (7) MATERIALS FOR LANGUAGE INSTRUCTION. TEACHERS WHO ARE ALREADY EFFECTIVE DO ADAPT AND BECOME COMPETENT SECOND LANGUAGE TEACHERS. IT IS FELT, HOWEVER, THAT THE UNIVERSITIES COULD BE OF GREATER SERVICE TO THE BILINGUAL COMMUNITIES BY AFFORDING STUDENT-TEACHERS THE NEEDED SUPERVISED FIELD EXPERIENCES IN SECOND LANGUAGE CAPACITIES. FINALLY, A GOOD TEACHER RECRUITING PROGRAM IS NEEDED WHICH WOULD ASSURE THAT ALL TEACHERS WOULD HAVE A "FEEL" FOR THE BILINGUAL STUDENT AND HIS CULTURE. THIS PAPER WAS DELIVERED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 4-5, 1966. (ES)

-107-

AN - ED047304

CHAN- AL002746

TI - Interference in Language Learning: Some Comments on Designing a Course in English for Foreign Instructors

AU - Paulston, Christina Bratt; Schnapper, Melvin

OS - Pittsburgh Univ., Pa.

SO - (15 Feb 1971); 12pp

- R1E71JUN

AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).

IT - Cultural Differences; *Culture Conflict; Curriculum Development; *English (Second Language); *Foreign Students; Interference (Language Learning); Science Courses; *Teacher Education; *Teaching Assistants; Teaching Methods

AB - The language problems described here concerned undergraduate college science courses taught by foreign Teaching Assistants, whose students claimed they could not understand their instructors' English. Upon investigation it was clear that a standard course in English was not sufficient to deal with the communication problems caused not only by linguistic difficulties but also by intercultural conflicts. A special course for TA's now encompasses linguistic practice, intercultural communication workshops, and an introduction to American classroom methods. Many of the assignments are structured to necessitate some form of interaction, as it is felt that social interaction with Americans, even more than class work, effects the greatest progress in fluency. The program has evidenced increased understanding of intercultural interactions and changed classroom behavior on the part of the TA's. An improvement in English proficiency, however, has not been realized as the TA's "see no need and no reward for extensive work in English." Unless language learning is seen, the author points out, not as an end in itself, but as a means to achievement within integral parts of life and work, there will be no significant language learning. (A discussion of some of the materials and techniques used in the program is included.) (AMM)

-108-

AN - ED108464

CHAN- FL006426

TI - Teacher as Learner: A Year with the Mississippi Choctaw Indians

AU - Peterson, Jan Paukert

SO - (19 Apr 1974); 1pp

- R1E75NOV

AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(8 MF). Journal of Applied Communication Research, Drawer NJ, Mississippi State, Mississippi 39762 (\$2.50)

DT - R (Research & Technical Reports)

IT - Adult Basic Education; *American Indian Culture; American Indians; Basic Skills; *Choctaw; *Cultural Differences; Cultural Traits; *Culture Contact; Eye Voice Span; Intercultural Programs; Language Styles; Persuasive Discourse; Rhetoric; Speech

- Communication: Speech Instruction: Speech Skills
- AB - This paper describes the experience of a Basic Speech teacher with college-age Choctaw Indian students enrolled in a combination college and vocational training program. In the process of teaching basic speech techniques, the teacher learned a valuable lesson in Choctaw cultural patterns. Time concepts; social etiquette such as name-giving, criticism, and eye contact; and the idea of group activity as opposed to personal competition had to be dealt with in terms of differing Anglo and Choctaw norms; and adjustments were made on both sides. Choctaw humor was also discovered. The greatest lessons learned, however, were a respect for the Choctaws' tolerance, refusal to make anyone feel ill at ease, and determination to respond to the Anglo world in terms of their own culture. (AM)

-109-

- AN - ED127790
- CHAN- FL007882
- TI - On Hyphenated Linguistics and Hyphenated Americans. CATESOL Occasional Papers, No. 1
- AU - Politzer, Robert L.
- OS - California Association of Teachers of English to Speakers of Other Languages.
- SO - (1974): 8pp
- R1E77JAN
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
- NO - For related documents, see FL 007 883-888
- DT - R (Research & Technical Reports)
- IT - *Applied Linguistics: Communication (Thought Transfer); Cross Cultural Studies: Educational Philosophy; *English (Second Language); Language Attitudes; *Language Instruction; Language Variation; Learning Processes; Linguistic Theory; Mexican Americans; Negroes; Nonstandard Dialects; *Psycholinguistics; *Second Language Learning; Sociocultural Patterns; *Sociolinguistics; Student Motivation
- AB - The relevance of psycholinguistics and sociolinguistics to language instruction is discussed. English as a second language has traditionally been ignored by English departments, and second language teaching in general has received little attention in language departments because of the emphasis on literary studies. ESL and EFL have emerged under the aegis of linguists interested in language acquisition, and have traditionally been directed at foreign students, while neglecting segments of the American population that are proficient in other languages or are in need of instruction in English as a second dialect. Psycholinguistics has contributed to alter this situation by attempting to understand the learning process. Sociolinguistic studies have contributed by: (1) examining what elements of culture and what cultural patterns are necessary to facilitate the communication process between different cultural groups, (2) defining the study and the awareness of the language teaching process, and (3) studying motivation and language attitudes. (CLK)

INTERCULTURAL COMMUNICATION

-110-

- AN - ED074556
 CHAN- CS500212
 TI - Intercultural Communication Research: Where Do We Go from Here?
 AU - Porter, Richard E.
 SO - (Nov 1972): 13pp
 - R1E73AUG
 AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
 NO - Paper presented at the Annual Meeting of the Western Speech Communication Assn. (Honolulu, November 1972)
 IT - *Communication (Thought Transfer); *Cultural Awareness; Cultural Factors; *Culture Contact; Information Utilization; Research Criteria; Research Methodology; *Research Needs; *Research Proposals; Social Relations
 AB - This paper presents an outline of intercultural communication research needs and offers proposals for research attention for the next decade. The author suggests the following goals and criteria: (1) extend existing theory to encompass intercultural communication; (2) concentrate on intercultural research rather than cross-cultural research; (3) find the social and psychological conditions requisite to successful intercultural contact; (4) determine the effects intercultural communication has on participants; (5) study information diffusion in other cultures; and (6) catalogue culturally determined patterns of communicative behavior. In view of the growing importance of intercultural communication and the increasing challenges of greater interaction among men, the author asserts that it is the responsibility of intercultural communication researchers to provide the knowledge and understanding necessary for meeting those challenges. (LG)

-111-

- AN - ED104729
 CHAN- S0007625
 TI - Major Books on Intercultural Communication
 AU - Prosser, Michael H.
 OS - Pittsburgh Univ., Pa. Intercultural Communications Network.
 SO - (1973): 31pp
 - R1E75AUG
 AV - EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.(1 MF). Intercultural Communications Network. University of Pittsburgh, Pittsburgh, Pennsylvania (single copies free on request)
 DT - L (Bibliographies & Reviews)
 IT - Annotated Bibliographies: Anthropology; *Communication (Thought Transfer); Communications; *Cross Cultural Studies; *Cultural Interrelationships; Culture; *Ethnology; Interdisciplinary Approach; International Education; *Literature Reviews; Resource Guides; Social Sciences; Sociocultural Patterns
 AB - A review of the literature of intercultural communication comprises this document. The author deals with both communication (the process) and communications (the channels) of the various disciplinary approaches across and within national and cultural

boundaries. The essay introduces the major books in intercultural communication, emphasizing theoretical and general texts, books relating to communication and development, and a few miscellaneous texts. The body of the document covers 68 books dating from the fifties, sixties, and seventies. The review stresses an overview instead of a comprehensive review of each text cited. Each citation includes the full title, the author, the publication data, and in some cases, the place of publication. (Author/JR)

-112-

AN - ED144155

CHAN- CS501853

TI - The U.S. Information Agency's Tenth Annual Intercultural Communication Course Syllabus, September 6-October 14, 1977

AU - Prosser, Michael H.

OS - United States Information Agency, Washington, D. C.

SO - (1977): 1pp

- R1E78FEB

AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. (18 MF).

DT - G (Guides & Manuals)

IT - *Course Content; *Cultural Exchange; Cultural Interrelationships; *Curriculum Guides; Field Studies; Group Activities; *Intercommunication; Intercultural Programs; Post Secondary Education; Reading Materials; Research; *Short Courses

ST - *Intercultural Communication

AB - This syllabus outlines the daily schedule for a six-week course in intercultural communication, describes topics covered in class, and lists required reading selections. Course topics, presented by the instructor and by guest lecturers, include basic concepts and models of intercultural communication, public diplomacy, design and conduct of field research, culture and communication, Eastern and Western value systems, the importance of public opinion in the conduct of foreign policy, and the mass media. During the course, students work in teams of three on field projects and prepare written and oral reports of their projects, and they write and present book reports. Course examinations are in the form of group oral examinations. (GW)

-113-

AN - ED102608

CHAN- CS500966

TI - Syllabi in Intercultural Communication: 1974

AU - Prosser, Michael H., Comp.

OS - Virginia Univ., Charlottesville, Dept. of Speech Communication.

SO - Dec 1974: 248pp

- R1E75JUL

AV - EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage. (3 MF).

NO - Some pages will have poor reproducibility

DT - C (Curriculum Materials & Teacher-Developed Materials)

IT - Communication (Thought Transfer); Communication Problems;

*Communication Skills; Cultural Awareness; Cultural Disadvantage; *Cultural Education; *Cultural Interrelationships; Curriculum Guides; Higher Education; Racial Factors; *Speech Curriculum; Speech Instruction

ST - *Intercultural Communication

AB - This guide for the speech curriculum includes three separate but interrelated sections: Intercultural communication syllabuses, communication and social change/development syllabuses, and International communication syllabuses--media emphasis. Each section contains a number of syllabuses originally designed for various speech courses at schools in 18 states. A sample syllabus designed by Dr. Njoku Awa at Cornell University is entitled "Intercultural Communication" and utilizes two texts--"Intercultural Communication: A Reading," by Larry Samover; and "Intercommunication Among Nations and Peoples," by Michael Prosser. The major objectives of the course are to help students grasp some of the problems inherent in intercultural communication and to provide a forum where American and foreign students can explore together the complexities in decoding culturally related verbal and nonverbal cues. The course systematically examines linguistic/extralinguistic, social, psychological, racial, ethnic, and regional barriers to communication, discussing such topics as cultural relativism, international versus intercultural communication, and nonverbal intercultural cues. An extensive bibliography is included. (TS)

-114-

AN - ED070711

CHAN- S0005036

TI - International Education and Alternatives for Educational Development

AU - Ray, Douglas

SO - 1972: 15pp

- RIE73APR

AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).

IT - Communications; *Comparative Education; Cultural Awareness; Cultural Differences; *Cultural Pluralism; *Developing Nations; *Educational Development; Intercultural Programs; Mass Media; *Media Technology; Minority Groups

AB - This paper finds that most authorities advocate educational models which include all the population and which try to be both diversified in accepting wide cultural differences and inexpensive in achieving results quickly. In many cases these objectives have been found to be incompatible. However, the author feels that new media may now be so effective that costs are reduced and results may be achieved quickly, while at the same time reducing one-way communications between cultures. Through the application of media smaller societies would be able to safeguard their traditions, despite scattered populations or political frontiers. This analysis, the author feels, leads to achieving better communications for cultural minorities. (FDI)

-115-

- AN - ED117774
 CHAN- CS501225
 TI - Interracial Communication
 AU - Rich, Andrea L.
 SO - (1974); 207pp
 - R1E7JUN
 AV - Document Not Available from EDRS. Harper & Row Publishers. 10 East 53rd St., New York, New York 10022 (\$5.95 paper)
 DT - B (Books & Texts)
 IT - Class Activities; *Communication (Thought Transfer); *Communication Problems; Course Descriptions; *Cultural Interrelationships; *Intercommunication; Nonverbal Communication; Racial Characteristics; *Racial Differences; Verbal Communication
 ST - *Interracial Communication
 AB - Designed to introduce communicators to the factors influencing them interracial and interethnic interaction, this study attempts to explain the dynamics of interracial communication by offering descriptions of various interracial interaction situations and possible reasons for the existence of problems in interracial communication. The first chapter offers an introduction to interracial communication and a model of intercultural and interracial communication; the second discusses perception, prejudice, and interracial communication; the third considers stereotypes and interracial communication; the fourth introduces role theory and discusses role phases and reversal in interracial communication; the fifth considers beliefs, attitudes, values, and interracial communication; the sixth discusses language and interracial communication; and the seventh is devoted to interracial implications of nonverbal communication. The final chapter presents a plan for teaching a course on interracial communication. Classroom activities and suggestions for exercises which deal with various aspects of interracial communication are offered at the end of each chapter. (LL)

-116-

- AN - ED049622
 CHAN- EMO08869
 TI - A Model of Intercultural and Interracial Communication
 AU - Rich, Andrea L.; Ogawa, Dennis M.
 OS - California Univ., Los Angeles.; Hawaii Univ., Honolulu.
 SO - Apr 1971; 22pp
 - R1E7AUG
 AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
 NO - Paper presented at the International Communication Association Annual Conference (Phoenix, Arizona, April 21-24, 1971)
 IT - *Communication (Thought Transfer); Conflict; Cultural Exchange; *Culture Conflict; Culture Contact; *Ethnic Groups; Human Relations; Information Theory; Interaction; Intercommunication; *Intergroup Relations; *Models; Race; Race Relations; Racial Attitudes; Social Problems; World Problems
 AB - Certain definitions and theoretical structures, accompanied by

Venn diagrams, are used to distinguish several dimensions of international and interracial communication. International communication occurs on a political level between representatives of nations. Intercultural communication is communication between individuals of different cultures with no previous colonial relationship. Contracultural communication occurs between individuals of different cultures where one culture has superimposed its values upon the other and created a dominant/submissive relationship. Interracial communication (for example, between whites and non-whites in the United States) has non-whites occupying a marginal position in the society and thereby introducing resentment and strain into the interaction. Interethnic communication occurs between members of various non-white groups who have shared the experience of being a racial minority in a white-dominated structure. Other dimensions considered in the model include economic class stratification and the multi-ethnic composition of the white power structure, both of which complicate the possibilities for interracial communication. The purpose of the model is to describe communication as it exists which may allow a diagnosis of the causes of communication breakdown among groups. (Author/JK)

-117-

AN - ED071125

CHAN- C3500100

TI - New Orleans Revisited and Revised: Recommendations for the Field of Speech Communication

AU - Roever, James E.; And Others

OS - Speech Communication Association, New York, N.Y.

SO - 29 Dec 1972: 41pp

- R1E73MAY

AV - EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.(1 MF).

NO - Paper presented at the Action Caucus at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

IT - Changing Attitudes: Communication (Thought Transfer);
*Communication Problems; *Futures (of Society); Group Dynamics;
*Information Theory; *Interaction Process Analysis; Intercultural Programs; *Research Methodology; Research Tools; *Speech

AB - This collection of four papers is the result of an action caucus held in association with the Speech Communication Association's 1972 convention, focusing on developments in the speech communication field since the 1968 USOE/SAA New Orleans conference (ED 028 164). In the first paper, "New Orleans Revisited but Briefly," James E. Roever summarizes some of the subsequent developments in the field in view of what he considers the important conference recommendations; he then calls for an emphasis on "futurism." L. S. Harris in "World Communication: Intercultural and Futurist" cites accelerated changes in communications technology as a guide to what the communications specialists should be studying. Dennis S. Gouran in "Research in Speech Communication: A Study of Process or Processes?" views speech communication as a "series of processes rather than as a unitary process," and suggests that research be oriented to that

view. In the final paper, "A Receiver Focus in Speech Communication Research: Trends and Recommendations," Charles U. Larson claims that communications behavior can best be studied emphasizing multiple methods of measurement in preliminary studies instead of reliance on attitude scales. (RN)

-118-

- AN - ED149411
- CHAN- CS501986
- TI - Communication Yearbook I
- AU - Ruben, Brent D., Ed.
- OS - International Communications Association.
- SO - (1977): 625pp
- R1E78JUN
- AV - Document Not Available from EDRS. Transaction, Inc., P.O. Box 978, Edison, New Jersey 08817 (\$22.95 cloth)
- DT - Y (Annuals & Yearbooks)
- IT - *Communication (Thought Transfer); Cultural Interrelationships; Health; Information Systems; *Intercommunication; Interpersonal Competence; Learning Processes; *Literature Reviews; Mass Media; Organizational Communication; Politics; Professional Associations; *Research; *Speech Communication
- AB - This work provides a forum for the presentation of current, noteworthy studies conducted within the various domains of the field of communication. It includes topical disciplinary reviews and commentaries, state-of-the-art overviews of subdivisions within the field, and research reports selected to represent the interest areas within communication. The book is divided into nine topical sections: communication, information systems, interpersonal communication, mass communication, organizational communication, intercultural communication, political communication, instructional communication, and health communication. An appendix relates the history of the International Communication Association; subject and author indexes are provided. (GW)

-119-

- AN - ED150036
- CHAN- S0010530
- TI - The Intercultural Traveler: A Teacher's Guide. Occasional Paper No. 4
- AU - Salinger, Marlon C., Ed.
- OS - Duke Univ., Durham, N.C. Center for International Studies.
- SPO - Longview Foundation for Education in World Affairs and International Understanding. Accokeek, Md.
- SO - (1977): 36pp
- R1E78JUN
- AV - Document Not Available from EDRS. Center for International Studies, Duke University, 2101 Campus Drive, Durham, North Carolina 27706 (\$2.00, paper cover, quantity discounts available)
- DT - B (Books & Texts)

- IT - Bibliographies; *Cultural Awareness; Cultural Education; Cultural Exchange; Culture Contact; Foreign Countries; Foreign Culture; Goal Orientation; Intercultural Programs; Observation; Sociocultural Patterns; *Study Guides; Teacher Role; Tourism; *Travel Training
- AB - This handbook is designed to assist teachers in obtaining a degree of awareness and sensitivity to another culture. It was specifically developed for the teacher traveling in a foreign country. The introduction examines the role of the teacher in traveling, identifies some of the reasons for teacher travel abroad, and looks at the impact of the American tourist on foreign people. Chapter I offers suggestions on defining travel goals and appraising the chances of their attainment, while the second chapter defines the concept of culture. Chapter III offers suggestions on observing a foreign culture, conversing with foreigners, and recording travel impressions. Potential problems such as time, place, and culture shock, cultural biases, and attaining rapport with members of the host society are identified in Chapter IV. Chapter V outlines a checklist designed to assist the teacher in observing the host society, its people, and their culture. A bibliography of books and films, selected to help the uninitiated traveler become familiar with a new culture, are listed in Chapter VI, while Chapter VII offers suggestions on vaccinations and wardrobe. Ideas on communicating the travel experience in the classroom are given in Chapter VIII. (Author/JK)

-120-

AN - ED104422

CHAN- IR001826

TI - Progress in Urban Librarianship. A Seminar on Community Information Needs and the Designing of Library Education Programs to Meet These Needs. Library Science Studies, No. 4

AU - Samore, Theodore, Comp.

OS - Wisconsin Univ., Milwaukee, School of Library Science.

SPO - Office of Education (DHEW), Washington, D.C.

SO - (1974); 126pp

- R1E75AUG

AV - EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.(2 MF). The University of Wisconsin-Milwaukee, School of Library Science, Marietta House, P. O. Box 413, Milwaukee, Wisconsin 53201

DT - P (Proceedings)

IT - American Indians; Communication (Thought Transfer); *Field Experience Programs; Information Needs; Information Services; Librarians; *Library Education; Media Specialists; Outreach Programs; Practicum Supervision; Seminars; Urban Areas; *Urban Environment

ST - Advocate Counseling Model

AB - The papers presented at the 1974 seminar are grouped under four headings. The six papers in section one discuss community information needs and methods of interpersonal and intercultural communication. Section two describes several existing urban librarianship training programs and outlines models for the effective training of librarians to meet community information

needs. Two additional papers in this section describe the Advocate Counseling Model for effective individual individual/institution interaction. The three papers in the third chapter deal with field work and field supervision in urban library training. Section four contains reactions of students and teachers to urban librarianship training. Twenty-eight recommendations, of which eight relate specifically to American Indian populations, summarize the proceedings of the seminar. Appendixes contain a list of participants, a seminar schedule, an evaluation of the University of Wisconsin Milwaukee School of Library and Information Science Inner City Institute Program, and a bibliography. (SL)

-121-

- AN - ED067719
- CHAN- CS500025
- TI - Intercultural Communication: A Reader
- AU - Samovar, Larry A., Ed.; Porter, Richard E., Ed.
- SO - (1972): 343pp
- R1E73FEB
- AV - Document Not Available from EDRS. Wadsworth Publishing Company, Inc., Belmont, Calif. 94002 (paper \$5.95)
- IT - *Communication (Thought Transfer); *Cultural Awareness; Cultural Differences; *Cultural Interrelationships; Interpersonal Competence; Language Role; Nonverbal Communication; *Paralinguistics; *Perception; Social Behavior
- AB - The major premise of this collection of articles and essays is that successful intercultural communication is a matter of highest importance if man and society are to survive. The purpose of the book is to create a new understanding of intercultural communication and assist the reader in developing his own skills in this area. The book provides introductory readings in the field of intercultural communication for use by students of speech communication, business, political science, and related disciplines. The book is divided into six closely related aspects of intercultural communication: (1) general concepts; (2) social psychological factors; (3) intercultural language; (4) nonverbal language; (5) effective practices; and (6) research. Each division includes a preliminary synopsis and summary. A list of suggested readings accompanies each article. (Author/LG)

-122-

- AN - ED126539
- CHAN- CS501452
- TI - Intercultural Communication: A Reader, Second Edition
- AU - Samovar, Larry A.; Porter, Richard E.
- SO - (1976): 380pp
- R1E76DEC
- AV - Document Not Available from EDRS. Wadsworth Publishing Co., Inc., Belmont, California 94002 (\$6.50 paper)
- DT - B (Books & Texts)

- IT - *Communication (Thought Transfer); *Cultural Exchange; *Cultural Interrelationships; Higher Education; *Intercultural Programs; Nonverbal Communication; Research; Sociocultural Patterns; Verbal Communication
- ST - *Intercultural Communication
- AB - This edition is designed to serve as a basic anthology for courses providing theoretical and practical knowledge about intercultural communication processes, as a supplementary text for existing basic courses, and as resource material for advanced courses and for situations involving intercultural communication. The four closely related parts of the book focus on intercultural communication, its nature and goals; the influences which sociocultural factors have on cultural interaction; the problems of cultural interaction, caused by differences in verbal and nonverbal conventions; and the improvement of intercultural communication, with information about successful instances and an examination of research, change, and possibilities for the future. Indexes of names and subjects are included. (JM)

-123-

- AN - ED063748
- CHAN- EM009908
- TI - A Learning Module in Intercultural Communication
- AU - Saral, Tulsi B.
- OS - Governors State Univ., Park Forest South, Ill.
- SO - Apr 1972; 1pp
- R1E720CT
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. (10 MF).
- NO - Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)
- IT - *Communication (Thought Transfer); *Course Descriptions; Courses; *Cross Cultural Studies; *Culture Contact; *Intercommunication; *Units of Study
- AB - A learning module about intercultural communications which is process-oriented, stresses experiential learning, and has listed performance objectives is described. The module's topics, objectives, activities, and course requirements are listed, and a list of instructional resources are included. The module is aimed at college students. (JK)

-124-

- AN - ED134023
- CHAN- FL008337
- TI - Teaching for Communication in the Foreign Language Classroom. A Guide for Building the Modern Curriculum. Selected Papers from the 1976 Central States Conference
- AU - Schulz, Renate A., Ed.
- OS - Central States Conference on the Teaching of Foreign Languages.
- SO - (1976); 147pp
- R1E77JUN
- AV - EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS. (2

MF). National Textbook Co., 8259 Niles Center Rd., Skokie, Illinois 60076

- NO - For related documents, see FL 008 336-339
- DT - S (Speeches)
- IT - Adult Education; Adult Students; Classroom Communication; Communication Skills; *Communicative Competence (Languages); Cultural Education; Culture; Curriculum Development; Elementary Secondary Education; Higher Education; *Language Instruction; *Language Proficiency; Language Tests; Linguistic Competence; *Modern Language Curriculum; Oral Communication; *Second Language Learning; *Teaching Methods; Travel
- AB - This book consists of ten papers presented at the 1976 Central States Conference on the Teaching of Foreign Languages. Three major trends in foreign language instruction were identified as themes for the conference: (1) the growing emphasis on developing communication skills in the language learning experience; (2) the concern for the individual student's attitudes, values, and needs in developing interpersonal relationships and communication in the classroom; and (3) the interest in intercultural and ethnic communication. The following papers are included in this volume: (1) "Between People - A Mystery of Language," by Charles T. Brown; (2) "A Relevant Curriculum: Linguistic Competence + Communicative Competence = Proficiency," by Sidney N. J. Zelson; (3) "Communicative Competence: Even for the Non-Major," by Patricia B. Westphal; (4) "Integrating Culture and Communication in the College Foreign Language Class," by Constance Knop, Carol Herron, and Valerie Wyman; (5) "Testing Communicative Competence," by Walter H. Bartz; (6) "Strategies for Increasing Cross-Cultural Awareness," by Sidney L. Hahn; (7) "Clue Searching: An Aid to Comprehension," by Jay Paul Minn; (8) "A Practical Approach to the Teaching of Foreign Languages in the Adult Education Classroom," by Dana Carton; (9) "Languages for Travel: A Foreign Language Alternative," by Max M. Novitz; and (10) "Environmental Education and Foreign Languages," by David E. Cox. (CFM)

-125-

- AN - ED140622
- CHAN- FL008601
- TI - Intercultural Communicator Resources
- AU - Seelye, H. Ned, Ed.; Tyler, V. Lynn, Ed.
- OS - Brigham Young Univ., Provo, Utah, Language Research Center.; Illinois State Office of Education, Springfield, Bilingual Education Section.
- SO - (1977); 2pp
- RIE77NOV
- AV - EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.(106 MF). Brigham Young University, Language and Intercultural Research Center, 240 B-34, Provo, Utah 84602 (\$4.95 plus \$.50 postage)
- DT - L (Bibliographies & Reviews)
- IT - *Annotated Bibliographies; Audiovisual Aids; *Communication (Thought Transfer); *Cultural Exchange; *Culture; Culture Conflict; Culture Contact; Human Relations; *Intercommunication;

*Intercultural Programs; Interpersonal Competence; Resource Materials; Sociolinguistics

- AB - This list of resources in the field of intercultural communication includes: (1) bibliographies; (2) books; (3) other print and audiovisual materials, including papers and periodical articles; (4) communication media sources; (5) fugitive materials, including unpublished works, materials in personal collections, and limited-access resources; (6) other resources, such as films, systems, and collections; and (7) an appendix listing topics useful to persons working in intercultural communication. Most entries in the main listing are annotated. (SW)

-126-

- AN - ED125015
 CHAN- CS501421
 TI - American Cultural Values and Communicative Behaviors
 AU - Sitaram, K.S.
 SO - (1975): 15pp
 - R1E76NOV
 AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
 NO - Unpublished paper prepared at the University of Hawaii
 DT - R (Research & Technical Reports)
 IT - *American Culture; *Behavior; Behavioral Science Research; *Cross Cultural Studies; Human Relations; *Intercommunication; *Personal Values; *Social Values; Values
 AB - Investigations of cultural values and their impact on human relations are probably the most important part of the intercultural communication studies being established in several universities in the United States and other countries. This paper discusses the concept of value, defined as the guiding light which directs a person's actions, and lists some values as shown by a study recently conducted in the United States. For this study, 100 respondents of both sexes and all age groups in the city of Honolulu and 400 respondents from Chicago metropolitan and suburban areas were randomly selected. These samples consisted primarily of blacks, Japanese, and Caucasians. Among the values studied, those discussed in this paper are individuality, money, aggressiveness, patriotism, authoritarianism, saviorism, frankness, motherhood, masculinity, femininity, environmental protection, and human dignity. Results showed individuality to be considered a primary value which has great influence on interactions between an American and persons from other cultures. (JMI)

-127-

AN - ED015434
 CHAN- AL000601
 TI - A FIELD MANUAL FOR CROSS-CULTURAL STUDY OF THE ACQUISITION OF
 COMMUNICATIVE COMPETENCE. SECOND DRAFT--JULY 1967
 AU - SLOBIN, DAN I.; AND OTHERS
 OS - California Univ., Berkeley.
 SO - JUL1967; 255pp
 - CUMREPT
 AV - EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.(5 MF).
 NU - Report: BR-6-8757; Contract: OEC-4-7-008757-2015
 LPA - 24 (Coop. Research, PL 89-10, Title IV)
 IT - Applied Linguistics; Bibliographies; *Child Development; Child
 Language; Cultural Factors; Field Interviews; *Field Studies;
 Guides; Language Ability; *Language Development; *Language
 Research; Manuals; Psycholinguistics; Psychological Studies;
 Research Criteria; Research Design; Researchers; *Research
 Methodology; Research Skills; Social Characteristics;
 Sociolinguistics; Structural Analysis; Tape Recordings; Verbal
 Communication
 ST - CROSS CULTURAL RESEARCH
 AB - THIS FIELD MANUAL WAS DEVELOPED AS PART OF A PROGRAM TO TRAIN
 INVESTIGATORS IN THE COLLECTION OF COMPARABLE CROSS-LINGUISTIC
 AND CROSS-CULTURAL DATA ON CHILDREN'S ACQUISITION OF LINGUISTIC
 CODES AND SOCIAL RULES FOR THE USE OF SUCH CODES. ALTHOUGH
 COMPARATIVE RESEARCH REQUIRES PROCEDURAL STANDARDIZATION, THE
 PHYSICAL AND SOCIAL CONDITIONS IN THE VARIOUS FIELD SETTINGS
 INTERFERE WITH STANDARDS SET PRIOR TO ARRIVAL IN THE FIELD. THIS
 MANUAL CONSTITUTES A COMMON FRAME OF REFERENCE FOR INVESTIGATORS
 COLLECTING DATA THAT IS TO BE USED IN COMPARATIVE REPORTS. PART I
 OF THIS MANUAL DEFINES THE MAJOR TOPICS TO BE INVESTIGATED AND
 SETS UP A RESEARCH SCHEDULE. PART II DISCUSSES SUCH
 METHODOLOGICAL FACTORS AS CONTRASTIVE ANALYSIS OF LANGUAGES AND
 CULTURES, RECORDING APPARATUS AND TECHNIQUES, AND NATIVE
 INFORMANTS, ASSISTANTS AND INTERPRETERS. THE THEORETICAL
 CONSIDERATIONS INCLUDED IN PART III ARE PHONOLOGY, GRAMMAR,
 SEMANTICS, THE SOCIAL SETTING OF LINGUISTIC BEHAVIOR, AND
 LANGUAGE USAGES AND STYLES. APPENDED ARE EXTENSIVE REFERENCES AND
 ADDITIONAL SUGGESTED FIELD TECHNIQUES. THE READER OF THE MANUAL
 SHOULD HAVE SOME KNOWLEDGE OF LINGUISTICS BUT NEED NOT HAVE
 CONDUCTED PREVIOUS FIELD WORK. REQUESTS FOR COPIES OF THE MANUAL
 AND FOR TAPES TO BE USED IN PHONOLOGICAL IMITATION PROCEDURES,
 AND INFORMATION ABOUT RELATED STUDIES SHOULD BE ADDRESSED TO DR.
 DAN I. SLOBIN, DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF
 CALIFORNIA, BERKELEY, CALIFORNIA 94720. (JD)

-128-

- AN - ED143041
- CHAN- CS501779
- TI - Research and Theory in Intercultural Communication
- AU - Smith, Alfred G.
- SO - Feb 1977; 1pp
- R1E78JAN
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(13 MF).
- NO - Paper presented at the Society for Intercultural Education, Training and Research (February 25-27, 1977)
- DT - S (Speeches)
- IT - Bibliographies; *Communication (Thought Transfer); *Cultural Exchange; *Cultural Interrelationships; Culture Contact; *Intercommunication; *Research; Research Methodology; Research Needs; Resources; Speech Communication; State of the Art Reviews; *Theories
- ST - *Intercultural Communication
- AB - This survey of the state-of-the-art of research and theory in the study of intercultural communication considers the following areas: history of the field, clients, basic assumptions, derivations of the ideas in the field, research methodology, available resources, and predictions for the future. The paper notes that the field of intercultural communication places the highest priority on immediate practicality and intervention; therefore, research and theory are underdeveloped. Such research and theory generally must begin with a recognition on the part of the researchers that understanding the processes of intercultural communication may call for skepticism about what is believed about communication in general. The complexity of any one intercultural communication and the diversity of the intercultural communications of all the subcultures of the world present a great challenge for study. The paper includes a selected bibliography of publications on intercultural communication. (GW)

-129-

- AN - ED085815
- CHAN- CS500574
- TI - Transracial Communication
- AU - Smith, Arthur L.
- SO - (1973); 152pp
- R1E74MAY
- AV - Document Not Available from EDRS. Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$6.95 cloth, \$3.50 paper)
- IT - *Communication (Thought Transfer); Cross Cultural Studies; Cultural Awareness; Cultural Background; Cultural Exchange; Cultural Factors; *Cultural Interrelationships; Culture Contact; *Race Relations; *Racial Differences; *Racial Discrimination; Racial Factors
- ST - *Transracial Communication
- AB - This book explores and explains communication among different racial groups within the scope of existing communication theory.

Following a brief introduction, chapters cover "Directions in Transracial Communication" (definitions, process, structurization, and purpose); "Culture and Transracial Communication" (a viewpoint on culture, time, family, black language styles, functions of black language, and an approach to intervention); "Structure of Transracial Communication" (form and content, qualities affecting structure); "A Model of Transracial Communication" (universal context, ethnic perspective, and initiator); "Elements of Transracial Noise" (control beliefs, stereotypes, lack of basic skills, and inadequate perception); "Symbols in Transracial Communication" (symbols, symbols and racism); and "Determinants of Normalization" (Speech acts in transracial contexts, metacommunication, sex and transracial communication, social stratification and transracial communication, conversations in the routine, and consensus--the plague of normalization). A 157-item bibliography concludes the volume. (HOD)

-130-

AN - ED055000

CHAN- S0001857

TI - How To Talk With People of Other Races, Ethnic Groups, and Cultures

AU - Smith, Arthur L.; And Others

OS - Trans-Ethnic Education/Communication Foundation, Los Angeles, Calif.

SO - Jun 1971; 43pp

- R1E72JAN

AV - Document Not Available from EDRS. The Trans-Ethnic Education/Communication Foundation, Post Office Box 24740, Los Angeles, California 90024 (\$2.25; Quantity Discounts)

NU - Report; Monogr-1

IT - *Communication (Thought Transfer); Communication Problems; Communication Skills; Cultural Awareness; Cultural Differences; *Cultural Factors; *Ethnic Relations; Human Relations; Interaction; *Intercommunication; *Intergroup Relations; Mexican Americans; Negroes; Pamphlets; Race Relations; Verbal Communication

AB - This monograph is written from the interdisciplinary/intercultural perspectives of a black communications expert, a Chicana (Mexican American) sociologist, and a white educational innovator. It presents a discussion of the basic problems and positive features of communication across racial, ethnic, and cultural boundaries. It first considers why we need transracial communication at all, then moves to a discussion of the fundamentals of transracial communication--attitudes behind words, the sizing-up process, stereotypes, and accepting each other's humanness. The next sections consider how cultures can affect this communication, and specific examples such as differing concepts of time, and dissimilar attitudes about the family are touched upon. The practice of labeling Spanish speaking students as Educable Mental Retardates is treated in the "Parable of the EMR" which intertwines the Spanish

and the English languages. Finally, some guidelines for better communication across these boundaries are outlined. A short list of references is included. (JLB)

-131-

- AN - ED130551
- CHAN- CS501521
- TI - Teaching Intercultural Communication on the Graduate Level
- AU - Smith, Calvin N.
- SO - (1976); 10pp
- R1E77MAR
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
- NO - Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, December 27-30, 1976)
- DT - 5 (Speeches)
- IT - *Communication Skills; Course Descriptions; Cross Cultural Studies; *Cultural Awareness; *Cultural Exchange; *Ethnology; Graduate Study; Higher Education; Immigrants; *Intercommunication; *Intercultural Programs; Teaching Methods
- AB - This paper outlines a method of teaching international and intercultural communication, which has proved successful at the graduate level at Eastern Illinois University in meeting the following minimal goals: providing a uniform set of definitions concerning crosscultural communication, allowing an in-depth examination of the unique intercultural communication problems between the general population and ethnic groups emigrating to America, providing extensive experience in interacting with people of other cultures, encouraging insight into methods to help overcome cultural barriers, and allowing experiences in investigating, analyzing, and reporting on a culture of the students' choice. Attached to this report is a daily schedule of class activities. (KS)

-132-

- AN - ED128266
- CHAN- S0009381
- TI - A Comparative View of Communications. An Experimental Unit. Second Edition. Revised
- AU - Smith, Gary R.
- OS - Denver Univ., Colo. Center for Teaching International Relations.
- SPO - Office of Education (DHEW), Washington, D.C.
- SO - (1975); 84pp
- R1E77JAN
- AV - EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.(1 MF).
- NO - Pages 6 and 71-76 of the original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 009 378-385
- DT - 6 (Guides & Manuals)
- IT - *Class Activities; *Communication (Thought Transfer); Communication Problems; Comparative Analysis; *Cross Cultural Studies; Cultural Factors; *Experimental Programs; Global

Approach; *Instructional Materials; *Learning Activities;
Nonverbal Communication; Role Perception; Role Playing; Secondary
Education; Social Studies Units; Verbal Communication

- AB - This instructional unit offers high-school students experiences
in learning about how human beings communicate and fail to
communicate. It is based on the assumption that personal and
cultural differences create differing "perceptual sets."
Seventeen learning activities are grouped into four units: (1)
Communication Processes and "Meaning-Making," (2) Human Language
and the Power of Words, (3) Communications across
Cultures--Checking out Our Assumptions, and (4) Communication and
Conflict. In the first unit, students learn the basic elements of
communication systems, the importance of nonverbal cues, and the
role of all five senses in perceiving the environment. In the
second unit, selected readings illustrate the emotional responses
evoked by words and their associations. A fast is conducted to
show the varying responses created by words and symbols of food.
Activities in the third unit emphasize linguistic patterns and
cultural differences through role-playing and readings. Unit four
stresses the effect of implication and the differences between
explicit and tacit communication. Some activities are incomplete
because copyrighted material has been removed. (AV)

-133-

AN - ED136307

CHAN- CS501623

T1 - Male/Female Differential Encoding and Intercultural Differential
Decoding of Nonverbal Affective Communication

AU - St. Martin, Gail McAllister

SO - (1976): 89pp

- R1E77AUG

AV - Document Not Available from EDRS. University Microfilms, P.O.
Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-25,286, MF
\$7.50, Xerography \$15.00)

NO - Ph.D. Dissertation, The Louisiana State University and
Agricultural and Mechanical College

DT - T (Theses & Dissertations)

IT - *Affective Behavior: Audiovisual Communication; *Communication
(Thought Transfer); *Cultural Differences; Doctoral Theses;
*Nonverbal Communication; *Sex Differences; *Social Science
Research

- AB - In order to investigate the process of nonverbal communication of
emotions in a simulated intercultural context, videotapes were
made in which two white Americans (one male and one female)
responded to paragraphs which evoked the following emotions:
sadness, disgust, anger, surprise, happiness, and fear. These
portrayals were then viewed by male and female members of white
American, black American, Latin American, and Malaysian cultures;
responses were measured by means of a bipolar adjectival scale.
Sender's sex--that is, the sex of the person observed on
videotape--was found to significantly affect ratings in one-third
of the instances. Respondent's sex was statistically significant
in only one of 18 potential instances; the hypothesis that male

respondent perceptions are equal to female respondent perceptions was accepted. It was further concluded that culture type did, in fact, affect perceptions of nonverbal affective communication and that differences in mode of communication (audio, video, or audiovisual) were related to viewer perceptions. These conclusions were perceived as indicative rather than conclusive, and further research into the nonverbal communication of information and emotion was suggested. (Author/KS)

-134-

AN - ED056919

CHAN- S000:218

TI - American Cultural Patterns: A Cross-Cultural Perspective

AU - Stewart, Edward C.

OS - Pittsburgh Univ., Pa. Regional Council for International Education.

SO - Apr 1971; 108pp

RIE72MAR

AV - Document Not Available from EDRS. Regional Council for International Education, 1101 Bruce Hall, Univ. of Pittsburgh, Pittsburgh, Pennsylvania 15213 (\$2; free to associates of RCIE member institutions)

NO - Dimensions of International Education Series, Number 3

IT - *American Culture: Bibliographies; *Communication (Thought Transfer); Counselor Training; *Cross Cultural Training; *Cultural Differences; Cultural Factors; Cultural Images; Foreign Culture; Foreign Student Advisers; International Education; Interpersonal Relationship; Middle Class Values; National Norms; *Non Western Civilization; Philosophy; Self Concept; Social Relations; Values

AB - The objective of this report is to supply a perspective on some of the cross-cultural problems encountered by American advisors, academicians and technicians overseas or by Americans such as foreign student advisors working in an intercultural milieu in the U.S., for the purpose of promoting more effective communications. Part I presents a conceptualization and description of the cross-cultural problems and discusses the concepts of patterns of thinking, assumptions, and values. Part II delineates and compares American patterns of thinking in the educational context; concepts such as style, language, and dichotomies and explanation are discussed. In Part III substantive descriptions of American assumptions and values are provided. Each chapter deals with one of the following topics (which may be seen as the individual components of a cultural pattern or system of assumptions and values): form of activity, form of relation to others, perception of the world, and perception of the self. Part IV records some of the consequences of the cultural differences in the face-to-face interaction between Americans and their counterparts. The theme of relativity of assumptions and values is stressed throughout the report by presenting American cultural characteristics in conjunction with variations from other cultures or from American culture itself. (Author/DJB)

-135-

AN - ED090589

CHAN- CS500644

TI - An Overview of the Field of Intercultural Communication

AU - Stewart, Edward C.

SO - Oct 1973; 27pp

- R1E74SEP

AV - EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.(1 MF).

NO - Paper given at conference sponsored by Business Council for International understanding and American Society for Training and Development, Washington, D. C. Chapter (Washington, D.C., October 1973)

DT - 5 (Speeches)

IT - *Communication (Thought Transfer); *Cultural Awareness; Cultural Differences; Cultural Education; *Cultural Factors; Emotional Experience; Experience; Pantomime; Psychological Patterns; Psychological Studies; *Social Psychology

ST - *Intercultural Communication

AB - Intercultural communication is defined in this paper as communication among persons of different cultures and is discussed in terms of cultural variance with regard to perceptions, intuitions, feelings, and emotions. Psychological studies, as well as the author's experiences, are cited in support of the theories. Two pantomimes are suggested to demonstrate the division of the brain: in the first, one figure represents the right half of the brain (Goldmund), and the other figure represents the left half (Narziss); the second mime is designed to represent three different kinds of self-concepts, each one representing a different adaptation of the two kinds originally portrayed in the first pantomime of Goldmund and Narziss. (LL)

-136-

AN - ED078489

CHAN- CS500333

TI - Dimensions in Cross-Cultural Instruction

AU - Stewart, Edward C.

SO - Apr 1973; 32pp

- R1E73NOV

AV - EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.(1 MF).

NO - Paper presented at the Annual Conference of the International Communication Association (Montreal, April 25-29, 1973)

IT - *Communication (Thought Transfer); *Cross Cultural Studies; Cultural Awareness; *Cultural Pluralism; Instructional Design; Instructional Innovation; *Interaction Process Analysis; Intergroup Relations; Speech Instruction

ST - *Intercultural Communication

AB - During the 1960's the field of cross-cultural studies matured. With the recession of behaviorism and with the resurgence of cognitive psychology the discipline became known as Intercultural Communication. Rather than emphasizing the similarities between cultures, a principle previously advocated, the content of the

field of intercultural communication focuses on the premise that people do differ in very fundamental ways because of their backgrounds and cultures. As a result of this trend, the study of values and reasoning as effective commodities of instruction in intercultural communication courses has emerged. Cultural differences in the dimensions of perceptions, patterns of thinking, language and values are of relevance to the student. (EE)

-137-

- AN - ED077066
- CHAN- C5500290
- TI - "Outline" of Intercultural Communication
- AU - Stewart, Edward C.
- SO - Dec 1972; 23pp
- RIE730CT
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
- NO - Report submitted to the Business Council for International Understanding, American University
- IT - *Communication (Thought Transfer); *Cross Cultural Studies; *Cultural Interrelationships; Cultural Pluralism; Curriculum Design; Intergroup Relations; Relevance (Education); *Social Attitudes; Sociocultural Patterns; *Speech Curriculum
- AB - Designed by a committee of the Speech Communication Association to assist in planning a conference in intercultural communication, this outline defines the field, delineates topics for presentation, and furnishes a general outline for a volume which will be considered the final product. Cultural objectivity is established by insuring participation of representatives of various societies rather than by a culturally impartial organization of topics and conferences. Contents of the outline represent a theoretical analysis of intercultural communication, a review of its empirical accomplishments, and a forecast of the future. Each section begins with a review of the central issue of the section, proceeds with a general definition of the level of theory involved, and concludes with a miscellany of topics passed over as systematic points. (EE)

-138-

- AN - ED043531
- CHAN- S0000151
- TI - A Study of American and Korean Attitudes and Values Through Associative Group Analysis
- AU - Szalay, Lorand B.; And Others
- OS - American Institutes for Research, Kensington, Md.
- SO - Mar 1970; 107pp
- RIE71FEB
- AV - Document Not Available from EDRS. American Institutes for Research, Center for Research in Social Systems, 10605 Concord Street, Kensington, Md. 20795
- IT - *American Culture; *Attitude Tests; *Cross Cultural Studies;

Cross Cultural Training: Cultural Awareness: Cultural Differences: International Relations: *Korean Culture: *Social Values: Sociolinguistics: Verbal Communication

ST - AGA: *Associative Group Analysis

AB - Cultural attitudes and values are a widely acknowledged category of psychological variables with special relevance to intercultural communication, interaction, and training tasks. Associative Group Analysis (AGA) is an inferential, indirect approach using free verbal associations for assessing cultural meanings, an underlying assumption being that views, opinions, attitudes and thought patterns are reflected in word meanings. The technique is apparently little affected by the common disadvantages of direct questioning, and produces empirical information on group-specific meanings for concrete words (e.g. food) and for abstract words (e.g. Communism), as well as relations between words. This report establishes the high validity of AGA for assessing group attitudes, based on Korean and American cultural groups. It outlines a new approach to value analysis using AGA, and presents data on articulate U. S.-Korean differences in certain selected areas of cultural value orientation. Thus, an unusually broad scope of potential applications for AGA is verified, embracing both cognitive and affective values as the main information categories relevant to foreign area operations. (Author)

-139-

AN - ED119489

CHAN- FL007459

TI - Americans and Japanese Nonverbal Communication. Linguistic Communications 15 (Papers in Japanese Linguistics 3)

AU - Taylor, Harvey M.

SO - (1975). 22pp

- R1E76JUL

AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).

DT - J (Journals & Periodicals)

IT - Behavior Patterns: *Body Language: Communication (Thought Transfer): *Communication Problems: Cultural Awareness: *Cultural Differences: Cultural Factors: Culture Contact: *Japanese: *Nonverbal Communication: Paralinguistics

ST - *Kinesics

AB - Each culture has its own nonverbal as well as its verbal language. Movements, gestures and sounds have distinct and often conflicting interpretations in different countries. For Americans communicating with Japanese, misunderstandings are of two types: Japanese behavior which is completely new to the American, and Japanese behavior which is similar or identical to American behavior, but which carries a different meaning. An American constantly uses eyes, eyebrows and forehead to express his feelings during conversation. Japanese are taught not to show their emotions in this way, so Americans think of them as uninterested or untruthful. Americans smile with their mouths and eyes during friendly conversation; Japanese widen their mouths to form certain vowels and this may seem like an insincere smile.

INTERCULTURAL COMMUNICATION

When an American nods his head, it signifies agreement; for Japanese, it merely means attentiveness. Japanese bow politely; Americans may interpret this an insincere fawning. Japanese hand gestures may also be misunderstood by Americans. As for seated posture, an American may sit in a casual, relaxed position and interpret the stiff, polite Japanese pose as unfriendly. Similarly, proximity, odors, environmental temperatures and the uniform colors of Japanese clothing will puzzle or put off Americans. International relations require an examination and understanding of such cultural nonverbal communication. (CHK)

-140-

AN - ED053838

CHAN- RC005513

TI - Internationalizing Rural Sociology: Training - Practice - Recruitment

AU - Taylor, Lee; And Others

OS - State Univ. of New York, Ithaca, Coll. of Agriculture at Cornell Univ.

SO - Aug 1970; 92pp

- RIE:DEC

AV - EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.(2 MF). Mailing Room, Building 7, Research Park, Cornell University, Ithaca, New York (\$0.70)

IT - Change Agents; Cross Cultural Studies; Cross Cultural Training; Cultural Interrelationships; Curriculum; Developing Nations; Educational Development; Foreign Students; Graduate Study; Higher Education; Intercommunication; Intercultural Programs; International Programs; Professional Training; Program Development; Rural Development; Sociology

AB - One in a series of publications designed to disseminate information concerned with international agricultural development, this occupational study on improvement of training of high-talent manpower is presented to serve rural sociology both in the United States and the rest of the world by reporting research on the profession of rural sociology. Data were collected by questionnaires or interviews with international practitioners, American professors having experience in training international practitioners, and graduate students currently preparing for careers outside the United States. The central focus is on internationalizing a body of knowledge as a facilitating condition in international training: the developing of a set of minimum concepts and general principles that have international (cross cultural) validity for equipping professionals from one society to work in any other. After providing information on the design and execution of the study, as well as narrative descriptions and data on its findings, the report presents 16 recommendations on intercultural transferability of data and training, professional communication and international flow of data, recruitment policies and procedures for American universities, training in research methodology and theory construction in the United States, social theory emphasis during training in the United States, and special

programs to internationalize rural sociology and rural sociologists. (80)

-141-

- AN - ED140347
- CHAN- CS203499
- TI - Mass Communication in Malaysia: An Annotated Bibliography
- AU - Tee, Lim Huck, Comp; Sarachandran, V.V., Comp.
- SO - (1975); 75pp
- R1E77NOV
- AV - Document Not Available from EDRS. Asian Mass Communication Research and Information Centre, 39, Newton Road, Singapore 11, Republic of Singapore (\$12.00 paper)
- DT - L (Bibliographies & Reviews)
- IT - *Annotated Bibliographies: Audiovisual Aids; *Communication (Thought Transfer); *Communications; Developing Nations; *Intercommunication; Journalism; Laws; *Mass Media; Publicize; Telecommunication
- ST - Advertising; *Malaysia
- AB - This bibliography lists published and unpublished material relating to mass communications in Malaysia, 1945 to 1973. Most of the items listed are written in English and Malay, and a limited number are in Chinese. The bibliography is divided into 21 sections: bibliography and reference material; communication theory, research methods; communication (general); media development and characteristics; newspapers; print media; broadcast media; film; audiovisual media; traditional media; news agencies; law of mass communication; communication in development; communication teaching and training; mass media in formal education; advertising, marketing, public relations, and management; government communication; international and intercultural communication; social contexts of the media; communication technology; and mass communication periodicals. Most items are annotated; an author/title index is included. (AA)

-142-

- AN - ED111881
- CHAN- TM004849
- TI - Methodological Problems in Developing Instruments for Cross-National Studies
- AU - Thorndike, Robert L.
- SO - Apr 1974; 13pp
- R1E76JAN
- AV - EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS. (1 MF).
- NO - Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, Illinois, April 1975); Not available in hard copy due to marginal legibility of original document
- DT - R (Research & Technical Reports)
- IT - Communication (Thought Transfer); *Comparative Education; *Cross

Cultural Studies; Cultural Differences; Curriculum; *Test Construction; *Testing Problems

- ST - International Evaluation Educational Achievement
- AB - In developing tests for the International Association for the Evaluation of Educational Achievement (IEA) survey, methodological problems arose in three areas: curriculum, communication, and culture. Efforts to identify the core of common objectives and the penumbra of distinctive, sometimes partly shared but sometimes unique, goals operated through a system of national and international committees. Each country was given the responsibility of assembling a national committee, each having the task of preparing a national blueprint of content and process objectives that would be appropriate at the specified age or grade levels in that country. Through interaction with national and international committees, items were selected, edited, and assembled into preliminary forms for try-out. Communication was a problem in maintaining the flow of information, materials, and actions out to the participating countries and back to the central coordinating office. In a more specific sense, communication was a problem in the domain of language and translation. Problems involved in the area of culture were semantic and in picking a set of quantitative alternatives giving good differentiation between countries. (Author/RC)

-143-

- AN - ED125032
- CHAN- C5501438
- TI - A Positivist and Behavioristic Philosophy of Rhetoric Based upon Symbolic Transformation
- AU - Timmis, John H., III
- SO - (1975); 31pp
- RIE76NOV
- AV - EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.(1 MF).
- NO - Unpublished paper prepared at Ohio University
- DT - S (Speeches)
- IT - Behavior Theories; Communication (Thought Transfer); Group Dynamics; *Interaction Process Analysis; *Intercommunication; Interpersonal Relationship; Linguistics; *Philosophy; *Rhetoric; Semiotics; *Symbolic Language; *Verbal Communication
- ST - *Symbolic Transformation
- AB - Symbolic interaction is the foundation for a theory of rhetoric developed in this paper. As manipulators of symbols, humans, unlike all other animals, use abstractions both to indicate (describe things present) and to represent (describe intangible things). Only human beings are capable of the elaborate systems of linguistic reference called symbolic responses. The section headed "An Operational Definition of Meaning" outlines a working theory of signs and a sign model, including a system of evaluation of stimulus importance. "The Mechanisms of Selective Response" describes the emergence of socially imposed responses, which are organized into selector systems, and explains the apperceptive frame of reference and its effects. "The Purpose of

Communication" and "A Communication Model" posit the dynamics of the interaction process. Finally, the positivistic and behavioristic components of interpersonal, group, and intercultural communication are described: communicative behavior can be understood best in terms of past and present interaction with an environment. (KS)

-144-

AN - ED122339

CHAN- CS501373

TI - U.S. Government Programs for Training African Broadcasters, 1961-1971

AU - Towers, Wayne M.

SO - (1976): 25pp

RIE76SEP

AV - EDR5 Price MF-\$0.83 Plus Postage, HC Not Available from EDR5.(1 MF).

NO - Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 14-17, 1976): Not available in hard copy due to marginal legibility of original document

DT - S (Speeches)

IT - *African History; *Broadcast Industry; *Cross Cultural Training; Educational Programs; Federal Government; Foundation Programs; *Intercultural Programs; *Mass Media; Private Agencies

ST - *Africa; Intercultural Communication

AB - This paper describes and discusses U.S. Government programs for training African broadcasters from 1961 to 1971. The three approaches involved in the system of broadcaster exchange are examined. The first approach involved the federal government. Through the Department of State and the Agency for International Development, the United States government provided large portions of the funds available for the exchange of persons between the United States and Africa. The second approach of the exchange system involved private foundations like the Governmental Affairs Institute and the African-American Institute, which received governmental allocations under contract to develop appropriate programs for broadcaster exchanges. These groups were organized and operated independently of the government. The third approach was the activities of the privately-financed organizations in the area of personal exchange. These organizations ranged from the nonprofit Ford Foundation and the commercial National Broadcasting Corporation (International) to religious organizations operating local training programs. These three approaches provided the basic structure through which many African broadcasters received either initial or developmental training. (TS)

-145-

- AN - ED085797
- CHAN- CS500535
- TI - Into Intercultural Communication; Experiential Learning Packets
- AU - Tyler, Vernon Lynn
- OS - Brigham Young Univ., Provo, Utah, Language Research Center.
- SO - Mar 1973; 66pp
- R1E74MAY
- AV - EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.(1 MF).
- IT - Communication (Thought Transfer); Cross Cultural Training;
 *Cultural Awareness; Cultural Environment; Cultural Factors;
 *Culture Conflict; *Culture Contact; *Intercommunication;
 *Intercultural Programs; International Education; International
 Programs; International Relations
- AB - The purpose of this document is to help people reach out from
 their own culture in order to more completely interact with those
 of other cultures. The chapters discuss: the necessity of
 realizing one's own cultural influence in order to communicate
 more effectively with those of other cultures; learning how to
 cope profitably with new cultural surroundings and the shock that
 results from traveling away from familiar surroundings; finding
 helpful information about the new cultures that will be
 encountered; checklists for the traveler and the interpreter in
 order to insure accurate communication; and recognizing traits in
 oneself that reflect one's culture. (LL)

-146-

- AN - ED139057
- CHAN- CS501714
- TI - A Comparative Analysis of Black American and Mexican-American
 Cultural Norms and Expectations
- AU - Underwood, Willard A.; And Others
- SO - Mar 1977; 1pp
- R1E77OCT
- AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(23 MF).
- NO - Paper presented at the Annual Conference on Culture and
 Communication (Philadelphia, Pennsylvania, March 1977)
- DT - 5 (Speeches)
- IT - Black Culture; *Blacks; *Cultural Differences; *Cultural Factors;
 *Cultural Traits; Mexican American History; *Mexican Americans
- ST - *Intercultural Communication
- AB - Although Mexican-American and Black-American movements in the
 United States have typically been compared, significant
 differences between the two minorities--especially in cultural
 norms and expectations--make comparisons inaccurate and
 misleading. This paper explores the differences between the
 Black-American and Mexican-American minorities, focusing on the
 analysis of intercultural communication behavior as it is
 affected by cultural variables, on cultural assimilation and
 cultural pluralism, and on economic and political comparative
 standards. Differences in the following cultural variables are
 discussed: language, cultural history, multiculturalism,

educational opportunities, Chicanoismo and people with "soul," family orientation, participation in the church, belief in the supernatural, diet, dress habits, sports preferences, respect for the elderly, concept of community, drug use, national identity, musical tastes, celebrations, and possessions. (JM)

-147-

AN - ED025940

CHAN- EMO06085

TI - A Series of Motion Picture Documents in Communication Theory and the New Educational Media. Final Scripts.

AU - Wagner, Robert W.

OS - Ohio State Univ., Columbus. Dept. of Photography. Motion Picture Div.

SPO - Office of Education (DHEW), Washington, D.C. Bureau of Research.

SO - (Nov 1966): 172pp

- RIE69JUN

AV - EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.(3 MF).

NU - Report: NDEA-7B-131A; Contract: CEC-3-16-020; Project: BR-5-0294

LPA - 64 (New Ed. Media, PL 85-864, Title VII-B)

IT - Audiovisual Aids; Communication (Thought Transfer); Computers; *Film Production; *Films; Information Dissemination; Information Retrieval; Information Storage; *Information Theory; *Instructional Materials; Media Technology; Models; Perception; Sensory Training; Simulation; Teacher Role; Training

AB - This publication contains four film scripts, each comprising from six to eleven short sequences. Each script has a complete shot list and transcript of the soundtrack, which contains narration, interviews, discussions, and synchronous sound from documentary situations. The six sequences in "The Information Explosion" cover the history of communication; systems of information storage, retrieval, and control, with illustrations from government, industry, and the professions; and a discussion of the effect of media on children. The eight sequences in "The Process of Communication" deal with communication theory; its application in various training situations where simulation, multimedia techniques, and computers are used; and the use of models of communication, such as the teacher. "Perception and Communication" covers, in six sequences, sensory learning, the theory of perception, perceptual training in industry, intercultural perception, and various means of overcoming perceptual barriers. The eleven sequences in "The Teacher and Technology" present the history of educational technology and illustrate a variety of uses for advanced educational media in learning situations, paying particular attention to the teacher's role, and to possible developments in schools of the future. (PM)

-148-

- AN - ED125014
 CHAN- CS501420
 TI - An Experiential Approach to Instruction in Intercultural Communication
 AU - Warren, David; Adler, Peter
 SO - (1975); 15pp
 - R1E76NOV
 AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
 NO - Unpublished paper prepared at University of Hawaii
 DT - R (Research & Technical Reports)
 IT - Communication (Thought Transfer); Cross Cultural Studies; *Cross Cultural Training; *Cultural Awareness; Cultural Differences; *Cultural Education; Group Activities; Higher Education; *Intercommunication; Learning Activities; *Learning Experience; Social Experience
 AB - Increased interaction between people of different ethnic and cultural backgrounds demands new approaches to instruction in intercultural communication. Typically, four models of cross-cultural training are utilized to provide individuals with understanding of different cultural styles: the practical-functional approach, focusing on specific skill attainment; the cognitive-didactic approach, based on formal information transmission; the affective-personal approach, concerned with increasing self-awareness; and the author's preferred method, the experiential approach, an eclectic method which draws techniques from other models. Simulation games and exercises based on the experiential approach such as cross-cultural simulations, labeling tasks, cooperation exercises, personal inventory development, and non-evaluative listening experiences are outlined. (KS)

-149-

- AN - ED136308
 CHAN- CS501624
 TI - Intercultural and Intracultural Communication: A Study of Relationship Cues in An Interpersonal Setting
 AU - Waxwood, Vincenne Alicia
 SO - (1976); 118pp
 - R1E77AUG
 AV - Document Not Available from EDRS. University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-25,470, MF \$7.50, Xerography \$15.00)
 NO - Ph.D. Dissertation, University of Washington
 DT - T (Theses & Dissertations)
 IT - *Communication (Thought Transfer); Communication Problems; Cross Cultural Studies; *Cues; Cultural Differences; *Cultural Factors; Cultural Interrelationships; Doctoral Theses; *Interpersonal Relationship; *Peer Acceptance; *Rejection
 AB - This study investigated the communication of acceptance and rejection in intracultural and intercultural triads in an interpersonal setting. Specifically, the attempt was made to

determine how members of five different cultures defined and interpreted the verbal and nonverbal behaviors which for them constituted acceptance or rejection. Fifteen subjects participated in two 15-minute group discussions, one in which a subject interacted with two members of her own culture and one in which she interacted with two members of other cultures. Each subject was then questioned individually in a videotape-assisted interview. During the interviews, subjects defined and interpreted what they perceived as cues of acceptance or rejection. A total of 21 cues were defined, six of which were interpreted by over half of the subjects as indicating acceptance. Two other cues were interpreted by over half of the group as indicating rejection, while the remaining 13 were not interpreted consistently. For the most part, cues were defined and interpreted similarly in both the intracultural and the intercultural situations. (Author/KS)

-150-

AN - ED128144

CHAN- RC009421

TI - Discourse, Culture and Instruction

AU - Weeks, Thelma E.

SO - Jun 1976; 30pp

- R1E77JAN

AV - EDRS Price MF-\$0.83 Plus Postage, HC Not Available from EDRS.(1 MF).

NO - Not available in hard copy due to marginal legibility of original document. Revision of a paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

DT - R (Research & Technical Reports)

IT - *American Indians; *Audiolingual Skills; Child Language; Communication (Thought Transfer); *Cultural Differences; *Discourse Analysis; Language Rhythm; Language Usage; *Preschool Children; Question Answer Interviews; Reservations (Indian); Sociolinguistics; *Verbal Communication

ST - *Yakimas

AB - The verbal discourse of Yakima children was examined. Conversations with nine Yakima and nine non-Indian children, ranging in age from 3 years 10 months to 5 years 11 months, were tape recorded. Four of the non-Indian children lived on the Yakima Reservation and attended the same preschool program as the Yakima children; the other five lived in the Palo Alto, California, area. Recording time varied from about 20 to 40 minutes, depending on such activities as recess and lunch time. Conversation topics were selected by the children using colored pictures. Discourse features examined were answering and asking questions, interruptions, pauses, and organization of material. It was found that Yakima children: were more eager to engage in conversation but failed to respond to more questions than the non-Indian children, guessed at answers less often, paused longer before answering, never interrupted, asked more questions, never corrected the investigator, and used a narrative register where

the non-Indian children used a discourse register. The differences found were attributed primarily to cultural differences. (NQ)

- 151-
- AN - ED093012
 - CHAN- CS500745
 - TI - Intercultural Definition and Communication Design: Propaganda and Agitation
 - AU - Weisenborn, Ray E.
 - SO - (Nov 1973); 11pp
 - R1E74NOV
 - AV - EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.(1 MF).
 - NO - Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York, New York, November 8-11, 1973)
 - DT - S (Speeches)
 - IT - *Communication (Thought Transfer); *Cross Cultural Studies; Cultural Factors; *Definitions; Higher Education; International Relations; Political Influences; *Propaganda; *Research Design
 - ST - *Agitation
 - AB - The research on Intercultural communication design illustrates that definitions of propaganda and agitation can be altered if there is a change from an open to a closed culture, or vice versa. Russia and East Germany serve as examples of closed cultures, and the United States is employed on a comparative basis as an open culture. To enhance open culture understanding of the terms propaganda and agitation, the research delineates their closed culture functions. A communication design of the concept of feedback in specific closed culture propaganda and agitation is presented to illustrate intercultural concepts and functions. The design also serves to exhibit the intercultural effect of lack of information, definition confusion, and misconceptions of function. The research stresses that if there is little or no analysis of divergent communication functions and awareness of cultural definition, intercultural understanding may be thwarted and research stymied. (Author/RB)

- 152-
- AN - ED147898
 - CHAN- CS501923
 - TI - Intercultural Variation in the Affective Impact of Screen Media
 - AU - Whiting, Gordon C.
 - SO - Dec 1977; 1pp
 - R1E78MAY
 - AV - EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.(31 MF).
 - NO - Paper presented at the Annual Meeting of the Speech Communication Association (63rd, Washington, D.C., December 1-4, 1977)
 - DT - S (Speeches)
 - IT - Adults; Aesthetic Education; Affective Behavior; Attitudes; *Cross Cultural Studies; *Cultural Differences; *Films; *Filmstrips; Psychological Studies; *Semantic Differential;

- *Spanish Speaking
- ST - *Audience Response
- AB - This paper discusses problems and approaches in assessing intercultural variation in the affective impact of visual aspects of screen media (film and filmstrips). As a first step in approaching the problem, a semantic differential was used to compare responses of Spanish-speaking and English-speaking samples. Each group saw two films and one filmstrip, completing specially developed semantic differential scales after each viewing. The resulting pool of data contained 78 sets of responses from Spanish speakers and 127 sets of responses from English speakers. Results from correlations, factor analyses, and ANOVAS of resulting factor scores are discussed for each sample and for the various films viewed. Evidence for intercultural similarities, as well as differences in judgments, is discussed, as are problems of interpretation caused by limitations in the experimental procedures. (AA)

- 153-
- AN - ED059939
- CHAN- S0002458
- TI - Guidelines for Peace Corps Cross-Cultural Training. Part III. Supplementary Readings
- AU - Wight, Albert R.; And Others
- OS - Center for Research and Education, Estes Park, Colo.
- SPO - Peace Corps (Dept. of State), Washington, D.C.
- SO - Mar 1970; 108pp
- R1E72JUN
- AV - EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.(2 MF).
- IT - *American Culture; Communication Problems; *Cross Cultural Training; Cultural Awareness; Culture Conflict; *Foreign Culture; *Intercultural Programs; Interdisciplinary Approach; *International Programs; Sociocultural Patterns; Supplementary Reading Materials
- ST - *Peace Corps
- AB - Reproduced in this document are 17 articles for both trainees and trainers during phases of Peace Corps training programs presented in related documents: SO 002 456 and SO 002 457. They are ordered in a sequence that reflects program development. The first article, An Alternative to the University Model, by Harrison and Hopkins, describes experiential training, its problems, objectives, and rewards. The Hall and Whyte article and Lee article describes the complexity and requirements of cross-cultural communication. The Leach and Bowen articles describe the same problems from an individual's perspective. Rhinesmitt and Hoopes' article describe reactions to a new culture. Oberg's and Dubois's articles describe culture shock. Several articles deal with American and Western culture. The Stewart article provides a summary of the more important cultural concepts. The articles on American culture by Miner, Linton, Montana, and Latham give slightly unexpected visions of American society. Articles by Vithal, Hatch, Cousins, and Carter focus on the Peace Corps Volunteer role, the particular difficulties he

faces, the strengths he can bring, and the adaptations he can make. The articles were chosen for their relevance to community development work anywhere in the world. Another related document is: SO 002 459. (Author/DJB)

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AN - ED059937

CHAN- 50002456

TI - Guidelines for Peace Corps Cross-Cultural Training. Part I. Philosophy and Methodology

AU - Wight, Albert R.; Hammons, Mary Anne

OS - Center for Research and Education, Estes Park, Colo.

SPO - Peace Corps (Dept. of State), Washington, D.C.

SO - Mar 1970; 217pp

- R1E72JUN

AV - EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.(4 MF).

IT - Administrative Principles; Adult Education; Change Agents; Cross Cultural Studies; *Cross Cultural Training; *Cultural Awareness; Educational Philosophy; *Foreign Culture; Group Instruction; *Intercultural Programs; Interdisciplinary Approach; *Interrational Programs; International Relations; Laboratory Training; Program Guides; Sensitivity Training; Training Objectives

ST - *Peace Corps

AB - Written for use by Peace Corps training staff, these guidelines are designed to support the planning, designing, and conducting of training programs oriented toward the preparation of Peace Corps Volunteers to live and work in another culture. Basic objectives and assumptions of the experiential training approach are discussed in Chapter One. Objectives include: understanding and acceptance of and effective interaction within a foreign culture. Assumptions of the training program regarding the facilitation of learning include: trainee's responsibility for his own learning, active involvement of trainee's emotions and intelligence, emphasis on learning how to learn, and evaluation based on performance objectives. Chapter Two, Experiential Training/Learning focuses on staff and trainee roles. Chapter Three, Use of Small Groups, includes discussion of unstructured training and specific sections on a non-directive approach and a modified T-group. Chapter Four, Planning, Designing, and Conducting Experiential Training, presents a general system design for a total program; activities, outcomes, and a time sequence are specified. Special problems, e.g., trainee attitudes, peer pressure, are discussed in Chapter Five. A discussion of the integration of language training is appended. Related documents are: SO 002 457, SO 002 458, and SO 002 459. (DJB)

-155-

AN - ED059938
 CHAN- S0002457
 TI - Guidelines for Peace Corps Cross-Cultural Training. Part II. Specific Methods and Techniques
 AU - Wight, Albert R.; Hammons, Mary Anne
 OS - Center for Research and Education, Estes Park, Colo.
 SPO - Peace Corps (Dept. of State), Washington, D.C.
 SO - Mar 1970; 451pp
 - R1E72JUN
 AV - EDRS Price MF-\$1.33 HC-\$24.77 Plus Postage. (8 MF).
 IT - Activity Learning; Community Development; Community Involvement; *Cross Cultural Training; *Cultural Awareness; *Foreign Culture; Group Dynamics; Group Instruction; Instructional Materials; *Intercultural Programs; *International Programs; Laboratory Training; Program Planning; Sensitivity Training; T Groups; Training Techniques
 ST - *Peace Corps
 AB - Provided in this guide are examples of specific methods and techniques to implement the training methodologies described in Part I of the Guidelines (see SO 002 456). Each of the five sections correspond to objectives presented in Part I. A) Planning and Preparing for a Program includes materials for collecting and organizing content; staff training schedules, objectives, and exercises; sample performance and learning objectives for a program; and, sample schedules and exercises for staging. B) Building a Learning Community includes exercises, handouts, and techniques for learning the concepts and skills necessary for learning how to learn during the formal training and in the host country. C) Cross Cultural Exercises includes exercises and techniques designed specifically to present cultural content and information in the most relevant and acceptable way and to encourage and enable practice of useful skills and behaviors in an inter-cultural setting. D) Third Culture Training includes various experiences and exercises that enable third culture training to be developed as part of the experiential model, focusing on the process and skills of learning from a new culture. E) Human Relations Exercises includes general training exercises and some adapted to Peace Corps needs. Other related documents are: SO 002 458 and SO 002 459. (Author/DJB)

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AN - ED010543
 TI - EDUCATIONAL COMMUNICATIONS SYSTEM--PHASE III
 AU - WITHERSPOON, JOHN P.; AND OTHERS
 OS - National Association of Educational Broadcasters, Washington, D.C.
 SO - OCT1966; 305pp
 - DH666700
 AV - EDRS Price MF-\$1.00 HC-\$16.73 Plus Postage. (6 MF).
 NU - Report: BR-5-0995, NDEA-VIIB-450-A; Contract: OEC-5-16-014
 LPA - 64 (New Ed. Media, PL 85-864, Title VII-B)

- IT - *Communications; Cooperative Programs; Demonstration Programs; Educational Resources; Electronic Equipment; *Higher Education; Information Dissemination; *Information Systems; *Interschool Communication; Models; Systems Development
- ST - DISTRICT OF COLUMBIA
- AB - MULTIPURPOSE COMMUNICATIONS SYSTEM MODELS WERE DEVELOPED FOR APPLICATION TO HIGHER EDUCATION. THREE MODEL SYSTEMS - INTRASTATE, INTERSTATE, AND EDUCATIONAL RESOURCES - WERE DESIGNED. THESE SYSTEM DESIGNS WERE ESTABLISHED FOR EASY EVALUATION AND MAXIMUM FLEXIBILITY, WITH A MINIMUM OF PRESET AUTOMATIC EQUIPMENT. TWO ALTERNATIVE TRANSMISSION SYSTEMS WERE PRESENTED--(1) ONE BASED ON THE TELPAK TARIFF OF TELEPHONE COMPANIES, PROVIDING A NARROW-BAND SERVICE, AND (2) ONE BASED ON MULTIPURPOSE BROADBAND MICROWAVE TRANSMISSION. PLANS FOR EXPERIMENTAL OPERATION AND EVALUATION OF THE THREE MODELS IN A FOLLOWUP PHASE WERE INDICATED. RELATED INFORMATION MAY BE FOUND IN ED 003 165. (RS)

- 157 -

- AN - ED029612
- CHAN - HE000939
- TI - Inter-Institutional Cooperation and International Education
- AU - Witman, Shepherd L.
- OS - Education and World Affairs, New York, N.Y.
- SO - (1969); 72pp
- RIE690CT
- AV - Document Not Available from EDRS. Education and World Affairs, 522 Fifth Avenue, New York, New York 10036
- NU - Report: Occas-Rep-8
- IT - *Administrative Organization; College Cooperation; Educational Coordination; Exchange Programs; *Higher Education; *Interinstitutional Cooperation; *International Education; *International Programs; Organization
- ST - *Consortia
- AB - This report on the role and character of interinstitutional cooperation as a tool for strengthening international education rests on 2 convictions. They are that interinstitutional cooperation offers the best available means both for bringing about change in higher education, particularly in regard to its international component, and for self-help in the magnitude that the development of international education requires. From the emerging structural variations of cooperative arrangements, it is clear that planners are considering the substantive goals of cooperation along with new administrative patterns. Incentives and deterrents to cooperation and the scope of cooperative efforts will help define the types of programs institutional groups adopt. These can range from curricular offerings, to faculty and/or student exchanges, to the development of more effective methods of intercultural communication. To plan and carry out cooperative programs, a variety of organizational arrangements have been designed. Three types of cooperation for international education have emerged: the ad hoc group, consortium, and council. Within these, according to emphasis,

there are organizational alternatives and differing operational functions. Meagre financial support for international education makes interinstitutional cooperation the only way most universities can continue or promote international programs. Examples of 19 consortia-type arrangements with international programs are contained in the Appendix. (JS)

- 158-
AN - ED112442
CHAN- CS501117
TI - The Multinational Business Organization: A Schema for the Training of Overseas Personnel in Communication
AU - Yousef, Fathi S.; Briggs, Nancy E.
SO - Apr 1975; 1pp
- R1E76FEB
AV - EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.(21 MF).
NO - Not available in hard copy due to marginal legibility of original document
DT - R (Research & Technical Reports)
IT - *Behavior Patterns; Communication (Thought Transfer); *Cross Cultural Studies; Cultural Factors; Higher Education; International Relations; *Organizational Communication; *Schematic Studies; *Social Values
AB - American businesses, government agencies, and cultural organizations are engaging increasingly in multinational activities. Such activities place Americans and the constituents they represent in different cultural contexts that involve and require adjustment and adaptation to situations and people with different value systems and behavior patterns. This paper focuses on the primary cross-cultural verbal and nonverbal communication elements entailed in the behaviors of personnel in multinational organizations. A schema for the training of overseas personnel is proposed, and examples of different problems arising in cross-cultural contacts are given. The schema represents a continuum for observing and classifying a wide range of culturally determined behaviors. The areas covered in this schema deal with the most recurrent behavioral variables involved in cross-cultural communication breakdowns. Even though the categories in the schema may interrelate or occasionally overlap, the intent is to arrange them in an order of a likelihood of priorities of occurrence in interactional contexts. (RB)

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